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ABSTRACT

These workshop materials are intended to prepare professionals and community volunteers to serve as peer workshop leaders with young adults and adults with learning disabilities. The workshops are intended to: establish support groups; increase self-awareness and self-advocacy skills; improve interpersonal social skills; and provide adaptability instruction which increases personal responsibility for motivation, performance, and satisfaction. Introductory information describes use of the materials and suggests techniques for working with small groups. The four peer workshops focus on: (1) self-awareness; (2) how to get a job and keep it; (3) interpersonal/social skills; and (4) handling stress and change. The materials for a workshop typically involve a sample script, suggested discussion topics, and participation activities. Pretests and posttests for each workshop are provided to help in evaluation. Supplemental materials (e.g., handouts) are also included. (DB)

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L D • C A S E

PEER WORKSHOP

Training Manual

NEW LIFE OPTIONS FOR • LEARNING DISABLED •

University of Nebraska at Omaha
Division of Educational and Student Services
Omaha, NE 68182

EC 302000

BEST COPY AVAILABLE

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FOREWORD

Learning Disabilities-Community Advocacy, Support, Employment, Education (LD-CASE) was conceived and initiated as a result of a desire to expand the life options of individuals with learning disabilities. This desire to expand the personal/social, educational and employment options of individuals with learning disabilities has been a shared goal among advocates at institutions of higher education (University of Nebraska at Omaha), departments of vocational rehabilitation services (Nebraska Division of Rehabilitation Services) and community activists (Nebraska Learning Disability Association of America). Parents and professionals from these agencies have worked together to provide LD adults experiences which will increase their self-advocacy skills, establish community-based forums for personal growth and mutual support, and provide continuing education opportunities to professionals who work with adults with learning disabilities.

Funding from the US Department of Education, Office of Special Education and Rehabiltiative Services has made it possible to prepare these materials for other professionals and advocates to use. LD-CASE project staff encourage you to implement, to revise and to improve the suggestions in this manual. Each application increases the opportunity to create socially and functionally valid options for adults with learning disabilities.

Janice Leuenberger
Project Director

ACKNOWLEDGMENTS

There are a number of persons who have contributed their time and energies in helping to see that LD-CASE met the planned objectives for Year One of this federal grant. First, it is important to thank all of the people with learning disabilities who participated in our Peer Workshops. It is through their participation that we were able to field test all the activities and suggest revisions when necessary to better meet their needs.

We also wish to thank the teachers and school administrators who committed time and resources so their students could participant in the high school Peer Workshops. The teachers who brought students are: Roni Wobken, Scribner-Snyder Secondary School; Sue Woods, Logan View Jr.-Sr. High School; Shelly Kuxhausen, Louisville High School; Sally Roland, Dodge High School; J.B. Bruckner, Arlington High School; Wade Lanum, Platteview High School; Diane Maly, Elmwood-Murdock High School; Cathy Armbeck-Hughes, Plattsmouth High School; Hyla Hammons, Weeping Water High School; Joyce Swanson, Connestoga High School; Susan Taylor, Blair High School. These teachers were most supportive of this project and were eager to implement it with their students.

The LD-CASE project personnel are very appreciative of the cooperation and encouragement given to us by the Nebraska Division of Rehabilitation Services, in particular by the personnel of the Northeast Region. Special thanks are given to Dennis King, Northeast Area Supervisor and Nancy Koupal, Counselor Director of that same area.

Our thanks are also extended to Sharon Bloechle, the volunteer project community coordinator and LDA (Learning Disabilities Association) representative. Sharon has long been an outstanding advocate for persons with learning disabilities across the state and nation.

The LD-CASE Advisory Committee has given encouragement and advice on the project and must be thanked for their input. Committee members are: Dr. Jason D. Andrew, Director of Nebraska Division of Rehabilitation Services; Joyce Cramer, Coordinator of LD services, Omaha Public Schools; Dr. Mary Friehe, Assistant Professor of Special Education and Communication Disorders, University of Nebraska-Lincoln; Dr. John

Hill, Professor of Special Education/Communication Disorders, University of Nebraska at Omaha; Marianne Wessling, community LDA activist, Omaha, Nebraska.

The Workshop manual could not exist in its present form without the long and painfully exacting editing done by project director, Jan Leuenberger. Darlene Brown and Dianna Massih have lent their expertise with mastery of our faithful "Mac". Dianna has also spent many hours analyzing the procedures and outcomes of the 1991-92 workshops, as well as being the principal typist and collaborator of this manual. Jacque Crehan, the Learning Disabilities Specialist, has been instrumental in implementing the workshops and revising their content. Mark Van Osdel has contributed his expertise in statistics to aid in the revision of material for these workshops. Many thanks to all who have provided support in this endeavor.

Peggy Wallert
Project Coordinator

INTRODUCTION: WORKSHOP MANUAL

A learning disability is a lifelong condition. It impacts on all areas of life--not just classroom experiences. Current research related to employment indicates that persons with learning disabilities are underemployed or unemployed (Schmitt, Growick, Klein, 1988; Wagner, 1989). Many of the problems experienced in school are magnified by the demands of work and postsecondary education. Employment outcomes for young adults with learning disabilities frequently fall short of the goals set in the educational setting.

All too often the loss of a job or the inability to get the job in a chosen field is due to the person with learning disabilities lack of understanding of the interpersonal skills needed in the work place. LD-CASE (Learning Disabilities--Community Advocacy, Support, Employment and Education) is a three year federally funded project. It is a collaborative effort between University of Nebraska at Omaha, Division of Rehabilitation Services (DRS) and the Learning Disabilities Association of America. The project objectives are:

1) Establish support groups among young adults and adults with learning disabilities in secondary/postsecondary education, employment and community settings.
2) Provide training in disability awareness and contextually based self-advocacy skills to LD young adults and adults.
3) Improve interpersonal social skills of LD young adults and adults by enhancing pragmatic language skills.
4) Provide adaptability instruction to LD young adults and adults to promote responsibility for one's motivation, performance, and satisfaction.

This manual and training sessions are intended to prepare professionals and community volunteers to serve as Peer Workshop leaders. The Workshops present opportunities for individuals with learning disabilities to gain experience in areas which will help to alleviate some of the problems that they might encounter.

USE OF MATERIALS:

Peer Workshop leaders are encouraged to use the materials for the individual sessions independently of the other sessions; topics may even be used in different sequential order. Each session has a pre/post test. These pre/post tests have been designed to cover material in each particular session to measure participants' mastery of the material presented. It is important to follow the outline of each session in order to accurately assess participants' improved skills. Each lesson is scripted only to provide Workshop leaders with a sample of how a lesson might proceed. It is not our intent that the session must be read verbatim. Prior to each Workshop, the leader should review the lesson carefully and then decide how to best convey the concepts presented. We realize that time constraints may impose restrictions on the number of activites which may be used in any one Workshop. However, in Sessions 2, 3, and 4 it is important to utilize the role-play situations and to practice conversations with as many participants as possible. The participants will gain much more from actual interaction than from a lecture.

If possible the Intake Survey (shown in Session 1) should be completed before the Workshop or outside the session. (Perhaps as a classroom assignment for high school students or at home for postsecondary or adult participants.) This will allow more time for other portions of the first workshop. The completed Intake Surveys, the pre/post tests and the evaluation forms for each session should be sent to:

LD-CASE
ATTN. Program Coordinator
University of Nebraska at Omaha
EAB #117
60th & Dodge
Omaha, NE 68182-0348

ORGANIZATION OF WORKSHOPS:

In organizing the Peer Workshops it is important to contact all agencies and organizations in your community who might be able to inform persons with learning disabilities about this opportunity. These agencies might include the following:

--local DRS office
--high schools in area
--local LDA chapter
--Job Service
--churches
--postsecondary schools
--newspaper
--radio, TV (public service announcements)

High School Peer Workshops:

The LD-CASE high school Peer Workshops are intended to be a gathering of students with learning disabilities from several different schools. It is important for the young people to have the opportunity to interact and learn from each other outside the regular school setting. For this reason, we recommend the Workshops be held in businesses or postsecondary sites. The first fifteen minutes of each Workshop is designated for a welcome from host, an explanation of types of jobs that are found at the host site, as well as what characteristics they are looking for in their prospective employees (how do they choose among various applicants?) If the Workshop is held at a postsecondary institution, a representative from the Admissions or Student Services area may act as host. The host would describe entrance criteria and procedures for accessing support services.

Postsecondary or Adult Workshops

The Postsecondary or Adult Peer Workshops can be held on a postsecondary campus or any available site with a private room large enough to accommodate the group.

Size of Peer Workshop Groups

It is recommended that the Peer Workshop groups not be any larger than 20-24 persons. The role-play situations work most effectively when the group is no larger than 8-10. It is possible to work with the whole group when giving information about the individual topics and then to break into smaller groups for the role-plays and conversation practices.

It is the hope of the LD-CASE project staff that these Workshops will be a positive experience in helping young adults and adults with learning disabilities make a successful transition to the world of work or postsecondary education.

TECHNIQUES FOR WORKING
WITH SMALL GROUPS:

Motivating small groups is an art. Many of us could use tools that would help us become more effective facilitators. Through experience and trial and error, certain techniques have proven to be essential ingredients in a successful small group learning setting.

1. The principle or objective of the activity should be made clear to the group.

   Example: "The reason why we are going to be practicing our interviews is because we want you to become more confident answering tough questions."

2. Explain all of the rules BEFORE you begin the activity. Once you have started, it is difficult to regain everyone's attention.

3. During any activity, you should be actively listening and observing. The participants should be aware that you are still a part of the group, willing to help with any barriers or questions but, more importantly, a silent supporter and witness to the activity.

4. Each activity should conclude with an evaluation: Did anyone have questions? How did everyone feel about it? Every activity needs a closure before going on with the agenda.

5. 80-20/20-80 RULE:
   You will know you are a successful trainer if you are successful with the 80-20/20-80 Rule. Simply stated, during the first meeting you are the primary verbal communicator utilizing the lecture mode. The communication ratio between trainer and participants is usually 80/20. However, as soon as possible, participants should be feeling confident in expressing their opinions and in interacting with you and the group. The goal is to enable the participants to assume the 80% communication role as you become less the lecturer and more the facilitator for them.

6. WRITE IT RIGHT!
When formulating lists, be certain that you understand and use the participant's exact words in his/her responses to you. We ask for group participation--response. If we choose to rephrase the responses, we may discover that our group chooses not to respond.

7. THE TWO MINUTE RULE.
The Two Minute Rule simply means that no ONE participant should monopolize workshop time. If a participant begins to interrupt, etc., acknowledge him/her and suggest talking at break.

Example: "Good points, Jim. Let's visit about that later."

Remember, the workshop exists for everyone in the group. One person CAN spoil the experience for others. It is the leader's responsibility to see that this does not happen.

8. PLAYING THE PIT.
Ideally, every workshop should be set in a "U" shape with the leader using the opening of the "U". Experienced group leaders will feel comforable setting an informal climate by moving around the pit using it to encourage participation and discouraging (casually standing by a negative participant) non-cooperation.

9. USE YOUR GROUP!
Small groups can be utilized as powerful reinforcement tools. If you are an effective facilitator, your group can set positive norms for behavior, appearance, and climate far more effectively than the leader. A group can develop into a support agent for each member, deter negative chain-out, heighten self-esteem and encourage motivation. As a leader, foster participation and interaction by asking questions and delegating responsibilities. There is power in group dynamics. Use it to motivate your participants!

10. UNDERSTANDING, ENERGY AND ENTHUSIASM!
Each activity has objectives. A leader MUST have a total understanding of the objectives and keep them in focus as he/she facilitates the activity. Without the objectives clearly defined, the activity can be worthless.

11. FACILITATOR INFLUENCE.

Participants receive their motivation--or lack of it--from their leader. It is impossible to over-emphasize the importance of a leader's energy and enthusiasm. A leader must believe in what he/she is teaching and communicate that enthusiasm to the participants. Shaking hands, knowing participants' names, maintaining eye contact and standing during most of the workshop are essential responses. A sense of humor, good listening skills, and dressing appropriately add to the credibility of the leader. At all times, the leader should be aware that he/she is above all, a role model.

Adapted from Keys to Catching Your Dreams, 1991, Curtis & Associates, Inc. Kearney, Nebraska.

SESSION I

WHO AM I?

SESSION I

WHO AM I?

Defining a Learning Disability

This Workshop will define a learning disability so that participants will become more knowledgeable and comfortable with themselves. Understanding and being able to explain their disabilities and identifying individual learning styles enables them to be better self-advocates. In addition, participants will be introduced to celebrities with learning disabilities. This results in a broadened understanding of themselves and their own abilities to be successful, contributing members of society. Informed self-advocates who accept themselves and recognize their strengths will be more likely to meet with a higher degree of success in solving life's challenges.

Objective:

Participants will be able to demonstrate increased knowledge of their own specific learning disabilities as well as an understanding that they can advocate for themselves.

Supporting Competencies:

Group activities and sample materials are presented on the following pages which will enable participants to accomplish the objective stated above. The main headings under which these activities appear are:

- Open Session - Includes a welcome (from host business or school) with:
  - a) explanation of what business does (or what kind of school)
  - b) jobs (and/or postsecondary training) available within the company (or school)
  - c) criteria for prospective employees (or students)
- Gather information including Behavior Assessment and Pre-test
- Define "learning disability"
- Define and discuss learning styles
- Demonstrate success in the life of persons with learning disabilities - Celebrity Quiz

(Continuation of Supporting Competencies)

- Assess knowledge of vocational rehabilitation services available to persons with learning disabilities - Knowledge of Rehabilitation Services Quiz
- Close Session - Includes evaluation of session, post-test and social interaction among participants

OPEN SESSION

Introduction to the Workshops

Materials Needed:

None

To the Instructor:

This introduction to the Workshop is designed to establish the participant's need for the information. The purpose and benefits of this Workshop will be described.

Instructor to the Participants:

"I would like to introduce myself to you and tell you a little bit about why I am here."

Note to Instructors: Special instructions for Workshop instructors to follow during the course of the Workshop will appear in boxes, like this. Insert introduction of self and connection to concerns of individuals with learning disabilities.

"Now I would like to ask that each of you introduce yourself and give a brief description of why you are here."

Introductions go around the room.

"I (we) are very happy that all of you are attending and I would like to welcome you. I hope that this series of Workshops will provide you with helpful and necessary information regarding your learning disability."

Welcome (from host business or school)

Materials Needed:

None

To the Instructor:

This portion of the Workshop is designed to allow participants to become more aware of job opportunities and employer expectations both at an interview and on the job. A guest speaker, who is the representative of the business where this session is being held, will introduce her/himself and his/her company. This speaker will explain what their company does (or what kind of school it is). In addition, the speaker will tell what kind of jobs are available and/or what kind of postsecondary training is available as well as the criteria for prospective employees (or students). The instructor can explain to the participants that this will occur at each site for all additional Workshops.

Instructor to the Participants:

"The Workshops that we are presenting are designed to help you make a smooth and successful transition from school to work or in many cases to higher education. In an effort to present some information to you that can help you in this transition, the Workshops are being held at various businesses (and/or schools). At the beginning of each Workshop we plan to present you with a guest speaker who will be a representative of that business or school to provide you with valuable employment or postsecondary training information."

"Now, I would like to introduce you to our host, (insert name here), who is the representative (can insert job title here), of the, (insert name of company or school here.) He/She is going to speak to you about the company (or school) itself and tell you something about it's function, the jobs available (and/or programs available) as well as the criteria for prospective employees (or students)."

The guest/host speaker will now address the participants with the following criteria for the content of his/her presentation:

a) explanation of what business (or school) does

b) jobs (and/or postsecondary training) available in the institution

c) criteria for prospective employers (or students)

Intake Survey Information Gathering

Materials Needed:

Instructor's copy - Intake Survey (See pp. 1.2 to 1.5)
Copies of Intake Survey for participants.

To the Instructor:

This portion of the Workshop will be utilized to collect information from participants in the form of the Intake Survey. Copies of the Intake Survey must be passed out to the participants and an explanation of the need for collecting this information must be provided to the participants. ("Helpers" to individually assist the participants in filling out the Intake Survey forms is advised.)

***Note to Instructor: These Intake Surveys are an imporant requirement for the government grant and need to be mailed to the following address upon completion:

LD-CASE ATTN: Program Coordinator
University of Nebraska at Omaha
EAB #117
60th & Dodge
Omaha, NE 68182-0348

Instructor to the Participants:

Use Instructor's copy - Intake Survey - Pass out copies of the Intake Surveys to the participants explaining the following.

"This information is very important as these Workshops have been made possible due to funding from a government grant. The information will be used as research information to help in further studies of learning disabilities, but your confidentiality will be safeguarded. No names will be used in the assessment of data."

Read questions aloud to participants. Offer to write answers for those who need help individually.

Pre-test Information Gathering

Materials Needed:

Instructor's copy - Pre-test Session I (See page 1.6)
Copies of Pre-test I for participants

To the Instructor:

This portion of the Workshop will be used to obtain a measure of participants' knowledge about learning disabilities. This will be accomplished by requesting that each participant fill out a pre-test designed specifically for Session I - Who Am I? You may use the transparency of the pre-test to show the participants how to respond to the questions. It may be necessary for you to read the questions aloud and help the participants fill out the pre-test individually. (It would be helpful at this point, if at all possible, to have "helpers" to individually give assistance to the particpants.)

Instructor's Directions to the Participants:

"First, I will ask you to answer the questions on this pre-test."

Use Instructor's copy - Pre-test Session I - Pass out copies of the Pre-test to participants. Read the Pre-test aloud, giving the following instructions and help each participant to fill out the Pre-test individually if necessary.

"For each item on the Pre-test, please indicate whether you agree, disagree or if you are not sure by circling the appropriate response."

Have participants mark their answer.

DEFINE "LEARNING DISABILITY"

What is a Learning Disability?

Materials Needed:

Overhead projector
Transparency - Processing, Perceiving and Expressing Information (See page 1.7)
Transparency - Academic Areas of Learning Disabilities (See page 1.8)

To the Instructor:

This portion of the Workshop is used to help the participants understand what happens to them when they experience problems learning. In addition you will be presenting major categories of learning disabilities. Finally, you will discuss accommodations which can be made that might improve learning.

Instructor to the Participants:

"People with learning disabilities receive inaccurate information through their senses and/or have trouble processing that information. Like static on the radio or a bad T.V. picture, the information becomes garbled as it travels from the eye, ear, or skin to the brain."

Use Transparency - Processing, Perceiving and Expressing Information. Read the following.

"Here are some categories of learning disabilities. Your learning difficulty may be in one or more of these areas."

Use Transparency - Academic Areas of Learning Disabilities. Read the list aloud to the participants.

"It is important that you know that people who have learning disabilities have average to above average intelligence and are more like than different from other people. People with learning disabilities are capable of learning and performing at age level, but their learning is affected by the problems they have with perception. They tend to have unique ways of gathering information from the world around them. It is for this reason that it is to your advantage to know what your particular learning disability is and to find out as much about how you learn as possible. You will be able to use this information to determine where extra effort will be most beneficial or what kind of accommodations must be made so that you can have a more successful learning experience."

What is My Specific Learning Disability?

Materials Needed:

Overhead projector
Transparencies - Types of Learning Disabilities (See page 1.9)

To the Instructor:

Presentation of this material is designed to provide information about specific types of learning disabilities. Knowledge of accurate terminology will aid the participants in self-disclosing their learning disability in the future. The instructor will also encourage participants to begin talking about their specific difficulties.

Instructor to the Participants:

"In order to advocate for yourself, you need to have knowledge about your specific learning disability. Knowing as much as you can about your particular problem will enable you to describe it accurately to teachers, employers, supervisors, professors and others. This becomes a necessary part of the process of requesting specific accommodations."

Use Transparencies - Types of Learning Disabilities. Go over with participants the different types of learning disabilities with their common terms and definitions. As you go over the specific learning disabilities, encourage participants to disclose about their own learning disabilities. Encourage open discussion of their difficulties in learning, even if they don't know what type of learning disability they have. Finally, encourage the use of correct terminology whenever appropriate.

DEFINE AND DISCUSS LEARNING STYLES

What is a Learning Style

Materials Needed:

None

To the Instructor:

This portion of the Workshop is designed to increase participants' awareness of their individual learning styles. The instructor will present an explanation of different learning styles as well as a full explanation of the value of knowing how we learn best.

Instructor to the Participants:

"Understanding your learning style can help you to understand the specific needs for a successful learning experience. A learning style is basically the dominant method of acquiring knowledge and skills. Some people learn best with visual aids while others may rely more on an auditory learning style. Many people require a combination of learning styles in order to achieve success in learning. People have different learning styles and it is important that you understand how you learn best."

Learning Style Inventory

Materials Needed:

Instructor's copy - Barsch Learning Style Inventory (See pp. 1.10 to 1.13)
Instructor's copies - 3 different types of learning style summary sheets (See pp. 1.14 to 1.16)
Copies of Barsch Learning Style Inventory for participants
Copies of 3 different types of learning style summary sheets for participants

To the Instructor:

You will be explaining how to fill out the Barsch Learning Style Inventory to the participants.

(Continuation of Learning Style Inventory)
Instructor to the Participants:

"One way of finding out what your learning style is would be to take a learning style inventory. After answering each item on the inventory, you can then determine exactly what your learning style is."

Use Instructor's copy - Barsch Learning Style Inventory - Pass out copies of the Learning Style Inventory to participants. Read aloud the introduction on the inventory and show how to fill it out in the following manner.

"The first item on the Learning Style Inventory says, 'Can remember more about a subject through listening than reading?' If this is true for you more often than not, mark the inventory in the 'often' space. If this statement is true for you only sometimes, then mark the inventory in the 'sometimes space. Finally, if this statement is seldom, if ever, true for you then mark the inventory in the 'seldom' space."

Explain the appropriate place to mark "often," "sometimes" or "seldom."

"Now, go ahead and finish taking the inventory through item '24' and when everyone is finished we will all score it together."

Allow the participants time to complete the inventory. When everyone is finished, continue with instructions for scoring the inventory in the following manner.

"For the final step in determining what your individual learning style is, write the point value of each item in the blank next to the item number on the score sheet. For example if you answered item 2 as 'often' then you will put a '5' next to the '2', here on the score sheet. If you answered 'sometimes' for item 2 then write a '3' next to the '2', on the score sheet. Finally if you answered 'seldom' on item number 2, on the inventory, then write a '1' next to the '2', on the score sheet."

Explain where to write each of these point values.

"Finish scoring each item, in this manner, on the score sheet. When you are finished, add each column. Your highest score will indicate your dominant learning style."

Explain where to write the total scores on the score sheet.

"As you can see, on the back side of the score sheet is a description of the different types of learning styles. If you scored high on the visual preference score, then it would be beneficial for you to use visual types of study materials, such as charts, videos, filmstrips, notes and flashcards."

(Continuation of Learning Style Inventory)

"If you scored high on the auditory preference score, then you would benefit from lectures and tape recordings of lectures. Also, studying with a friend might be helpful for you."

"A high score on the tactual preference score shows that you are a tactile learner. Tracing words as you are saying them and writing things down over and over are study tactics benefical for the tactile learner. Just taking notes is also important for the tactile learner. You usually learn by doing rather than watching or talking about it."

"Depending on your learning style, here is a summary of information tailored to fit you. Take this with you and refer to it often so that you can learn more about yourself."

Pass out the appropriate learning style summary sheet (auditory, visual or tactual) to each participant (pp 1.14 to 1.16).

SUCCESS IN THE LIVES OF PERSONS WITH LEARNING DISABILITIES

CELEBRITY QUIZ

Materials Needed:

Instructor's copy - Celebrity Quiz (See pp. 1.17 to 1.18)
Copies of Celebrity Quiz for participants

To the Instructor:

This portion of the Workshop will emphasize the participants' ability to succeed in life by capitalizing on strengths and recognizing weaknesses. Additionally, the instructor will provide each participant with a Celebrity Quiz to illustrate how others with learning disabilities have coped and have gone on to lead successful lives.

Instructor to the Participants:

"Everyone has strengths and weaknesses. It is important to recognize your personal strengths and weaknesses so that you can develop your assets and compensate for your deficiencies. This new knowledge will aid you in choosing whatever field best suits you."

"Some very famous and successful people have learning disabilities much like your own. Here is an exercise called The Celebrity Quiz. See if you can identify which famous person on the quiz matches each description."

Use Instructor's copy - Celebrity Quiz - Pass out copies of the Celebrity Quiz. Go over the quiz, reading the celebrities aloud to the participants, including the descriptions if necessary. After everyone is finished, go over the descriptions and give the participants the correct answers.

"Maybe you were surprised to find out that some of these people had learning disabilities. It is obvious that they all had to overcome obstacles; yet, by capitalizing on their strengths and making accommodations for their weaknesses, they became highly successful! You too can become aware of your strengths and weaknesses, know which learning style works best for you and be able to ask for what you need. You can take control of your life and focus on the path to a successful future."

ASSESSING KNOWLEDGE OF VOCATIONAL REHABILITATION SERVICES

Rehabilitation Knowledge Quiz

Materials Needed:

Instructor's copy - Knowledge of Rehabilitation Services Quiz (See page 1.19)
Copies of Knowledge of Rehabilitation Services Quiz

To the Instructor:

You will administer a quiz on rehabilitation services to measure the participants' familiarity with these services. Also a short explanation of the helpfulness and purpose of these services will be given to the participants.

Instructor to the Participants:

"This is a little quiz to see how familiar you are with vocational rehabilitation services."

Use Instructor's copy - Knowledge of Rehabilitation Services Quiz - Hand out the quiz and have participants fill it out. Read aloud each item to the participants.

"Vocational rehabilitation helps people with disabilities find meaningful employment. It is important to understand what they can and cannot do to aid you."

CLOSE SESSION

Post-test Information Gathering

Materials Needed:

Instructor's copy - Post-test Session I (See page 1.20)
Copies of Post-test Session I for participants

To the Instructor:

The instructor will pass out the post-test to the participants, asking that each participant answer the questions. Again explain to the participants that this is exactly the same test taken before the session. It is just a way to measure their responses.

Instructor to the Participants:

"Please fill out this post-test answering each item according to whether you agree, disagree or if you're not sure. The questions are the same as on the pre-test. We want to know how much new information you learned during the Workshop."

Use Instructor's copy - Post-Test Session I - Read each item aloud. Provide individual help to participants if necessary.

Evaluation and Closing

Materials Needed:

Instructor's copy - Evaluation (See page 1.21)
Copies of Evaluation for participants

To the Instructor:

The evaluation will be completed by the participants. Explain to the participants that the evaluations are important feedback letting the instructor(s) know what was most helpful as well as what needs to be changed. Stress the importance of honest and descriptive responses.

Instructor to the Participants:

"The final portion of this Workshop is your evaluation. Please take the time to fill out this evaluation, rating the Workshop and the instructor(s). Please answer each question honestly, and explain your answers whenever

(Continuation of Evaluation and Closing)

possible. Your opinion is very important to us. It aids us in determining what works best in the Workshop and what changes need to be implemented."

Use Instructor's copy - Evaluation - Pass out copies of the evaluation. Read aloud each item. Provide, if necessary, individual help for participants. (It is most beneficial that the individual helpers be someone other than the instructor(s) in order to obtain honest responses.

"Thank you for your participation in this Workshop. I (we) hope that you will find this information useful in your efforts to achieve learning success. I (we) look forward to seeing you next time. The next Workshop is 'How to get a job and keep it.'"

Encourage participants to get to know each other better. If refreshments are served, now is a good time to offer them to the participants.

END OF SESSION I

SESSION II

HOW TO GET A JOB AND KEEP IT

SESSION II

HOW TO GET A JOB AND KEEP IT

Successful Interviewing and Interpersonal Working Skills

Individuals with learning disabilities generally have great difficulty in getting jobs that are indicative of their intellectual abilities, or in retaining satisfactory employment. All too frequently, persons with learning disabilities display a lack of understanding of the social requirements of the work place and the appropriate behaviors necessary to initially get the job. In order to be successful, persons with learning disabilities need to be able to evaluate, monitor and adapt their own job performance.

Objective:

Participants will be able to demonstrate their ability to prepare for and complete a successful job interview, recognize expectations for behavior with different personnel, and learn how to give feedback and accept criticism.

Supporting Competencies:

Written materials, videotape and role playing activities on the following pages are presented to the participants to promote competencies so that they may accomplish the objective stated above. The main headings under which these activities appear are:

- Open Session - Includes a welcome (from host business or school) with:
  - a) explanation of what business does (or what kind of school)
  - b) jobs (and/or programs) available within the company (or school)
  - c) criteria for prospective employees (or students)
- Gather information including Behavior Assessment and Pre-test
- Demonstrate Successful Interview Techniques to participants - before interview, at the interview, including questions often asked during an interview and what determines success of an interview

(Continuation of Successful Interviewing and Interpersonal Working Skills)

- Participate in activity (or activities depending on time available)

  a) role-play job interview scenarios, using methods on providing instructional feedback and job interview checklist for peer evaluations

  b) view videotape "First Impressions" using job interview checklist for actor evaluations

- Discuss methods of obtaining and maintaining employment such as Review Roadblocks to Employment
- Discuss dealing with co-workers and supervisors effectively
- Discuss reacting to criticism appropriately
- Close Session - Includes Post-test, evaluation of session and social interaction among participants

OPEN SESSION

Welcome (from host business or school)

***Note to Instructor: For Session II, refer to page 4, in Session I for suggested procedure of the welcome portion of the Workshop.

Instructor to the Participants:

"Welcome to the second session of the Workshops entitled 'How to Get a Job and Keep It.' This session will focus on providing you with the information necessary to prepare for and complete a successful job interview. Also, information will be presented to enable you to know what behavior is expected of you on the job so that you can keep it. Studies show that individuals with learning disabilities sometimes have difficulty in getting jobs and keeping jobs that are equal to their intellectual abilities. This Workshop will attempt to teach you how to evaluate, monitor and adapt your own job performance so that you can be successful at employment."

***Note to Instructor: For Session II, refer to page 5, in Session I, for suggested introduction of the host/guest speaker.

INFORMATION GATHERING

Behavior Assessment Information Gathering

Materials Needed:

Instructors copy - Behavior Assessment Form (See page 2.2)
Copies of Behavior Assessment Form

To the Instructor:

This portion of the Workshop will be utilized to collect information from the participants in the form of the Behavior Assessment. Ask each participant to check the appropriate blank(s) which pertains to the change in behavior or lack of change in behavior as a result of the information learned at the previous Workshop. (Give only to persons who participated in the previous Workshop "Who Am I?")

Instructor to the Participants:

"Please take this time to look at this Behavior Assessment form."

Use Instructor's copy - Behavior Assessment Form - Read the form aloud to the participants showing them how to fill it out. Explain the following.

"The first statement on this form requires that you describe whether or not you used the information presented to you in the last Workshop by placing a mark in the appropriate blank. For example, if you did explain your learning disability to someone since the last Workshop, please mark 'yes.'"

"If you had the opportunity to explain your learning disability to someone but you did not do so, since the last Workshop, please mark 'no.'"

"However, if the opportunity to explain your learning disability to someone did not occur, then mark the corresponding blank."

"Finally, please indicate by a check mark, in this blank, whether or not explaining your learning disability feels uncomfortable to you. Do you believe that you would benefit from more practice?"

Pre-test Information Gathering

Materials Needed:

Instructor's copy - Pre-test Session II (See page 2.3)
Copies of Pre-test Session II

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(Continuation of Pre-test Information Gathering)

To the Instructor:

This portion of the Workshop will be used to obtain a measure of the participants' knowledge about getting a job.

***Note to Instructor: For Session II, using 2.3, refer to page 6, in Session I, for further instructions on administration of the Pre-test.

DEMONSTRATE SUCCESSFUL INTERVIEW TECHNIQUES

Before the Interview

Materials Needed:

Overhead projector
Instructor's copy - Before the Interview (See page 2.5)
Transparency - Resume Example (See page 2.6)
Instructor's copy - Tough Questions and Good Answers (See pp. 2.7 & 2.8)
Job-Related Issues Booklet copies for each participant

To the Instructor:

In this portion of the Workshop, you will be presenting information to the participants regarding the necessary preparation for an interview. Using the Job-Related Issues Booklet and the resume transparency, a discussion of the tips presented in the Booklet will ensue. Additionally, questions that the participants might be asked in an interview will be presented to them with appropriate responses in an effort to be better prepared for an actual interview.

Instructor to the Participants:

Pass out the Booklet - Job-Related Issues. Use instructor's copy - Before the Interview - Read the following to the participants

"Please open your Booklets to the first page entitled, 'How to Get the Job.' As you can see, the first portion of these interviewing tips is a section on what you need to do to prepare, before the actual interview. First of all, 'know your skills and how they will benefit the company.' It is important that you be able to relate to the interviewer what your specific skills are and how they will benefit the company for whom you wish to work. A well prepared response, based on an awareness of your own skills and the job requirements, should be prepared in advance. It may be necessary for you to make a telephone call to the company to find out what the company actually does or to find out the job description for the position in which you are interested."

"Next, 'Prepare a written outline or resume.'"

Note to instructorAdd the following sentences to your presentation depending on the age group you are addressing: Resumes are rarely used by very young adults due to the lack of job experience needed to create the resume. However, it is important that you are familiar with resumes since you will probably use one in the future.

(Continuation of Before the Interview)

"A written resume is a way to tell the interviewer what your skills are. This is an outline describing your skills and experience and it needs to be prepared ahead of time with great care. It is very important that your resume be typed, using quality paper and that no mistakes be visible on it. Here is an example of a one page resume."

Use Transparency - Resume Example - Depending on time available and applicability of a resume to the group of participants attending, take time to go over the components and structure of the resume as well as appropriate content.

Return to instructor's copy - Before the Interview.

"'Complete application neatly and legibly.' Although, young adults rarely have a resume, job-seekers are almost always asked to fill out a job application. It is imperative that this application be filled out neatly and legibly. Often, applications that have been filled out sloppily and hurriedly with many scribbled out errors, will be overlooked for the more neatly completed ones. Often individuals with certain types of learning disabilities experience problems with writing skills. If this is the case for you, it is a very good idea to pick up an application ahead of time and take it home, so that you can take your time while filling it out. Perhaps asking the receptionist, at the job site, for two applications is a good idea in order to ensure that you will have a legible, error-free application to bring to the interview."

"Another tip for a successful interview is to be prepared for the kinds of questions that are often asked of prospective employees by the interviewer. The interview will go more smoothly if you can anticipate what kinds of questions will be asked and have some answers already formulated. Here are some tough questions that interviewers have a tendency to ask."

Use Instructor's copy - Tough Questions and Good Answers - Read each question aloud to the participants.

Return to instructor's copy - Before the Interview.

"An important task to complete before the interview is to find out the interviewer's first and last name. This can be done during the phone call that you make to the company to find out other pertinent information. You will use the person's name later, at the interview, when you greet the interviewer formally. More will be said about this later."

At the Interview

Materials Needed:

Instructor's copy - At the Interview (See page 2.5)
Job-Related Issues Booklet

To the Instructor:

Tips will be presented to the participants, in this portion of the Workshop, to facilitate the actual interview for a job. Participants will continue to follow along in the Job-Related Issues Booklet.

Instructor to the Participants:

"Now that you have completed the pre-interview preparations, you are ready to be interviewed. These are some tips about appearance and conduct at the interview that you will need to know in order to make a good impression and ultimately to be considered for the job."

Use Instructor's copy - At the Interview - Read the following to participants.

"It is important to 'make a good first impression' with your interviewer. Studies have shown that this impression is generally formed in the first seven seconds of the interview. Therefore, it can be surmised that your appearance is very important."

"'Dress conservatively and appropriately.' Conservative, neat and clean clothes are considered the best attire for an interview. A sloppy look will probably eliminate you from the list of applicants for the job. Also, clothing, jewelry or hair styles in the height of fashion may be considered very appropriate socially, but a more subdued look is the preferred look in an interview. The key to this look is to keep appearance simple and tasteful--relaxed, but not casual. Your attire should not be the focus of the interview; rather, your skills and your abilities need to have the spotlight. Another aspect of selecting appropriate attire that needs to be considered is the kind of job for which you are applying. If the job is professional, then perhaps a suit would be the best choice for either males or females. If the job is less professional, then a more relaxed look is expected. The rules of conservativeness, neatness and cleanliness still apply."

"In keeping with making a good first impression, 'arriving early' makes a statement to the interviewers that you consider their time valuable and you care very much about getting the job that is offered by the company."

"Greetings are also very important. 'Greet your interviewer formally.' Using the information that you have already gathered, the interviewer's first and last name, you can then greet your interviewer with a firm handshake as

(Continuation of At the Interview)

well as a verbal greeting saying, 'Hello Ms. Smith.' Or, 'Good morning Mr. Jones.'"

"Finally, in making that important first impression, it will be determined quickly by the interviewer whether or not you 'have a positive attitude.' Smiling and appearing interested in what the interviewer has to say, and using an upbeat vocal tone are ways to exhibit a positive attitude to others."

"'Do not smoke or chew gum' in the interview. Smoking and gum chewing convey a 'don't care attitude' to the interviewer. This kind of behavior is usually considered highly inappropriate in an interview and may even be against the company rules. Many companies are now practicing rules of a smoke free environment and do not allow smoking on the premises."

"Another behavior that conveys that undesired 'don't care attitude' is a slumping type posture. You will be more likely to be considered for the job if you appear alert, sitting straight and tall in your chair. The interviewer will most likely view good posture as meaning that you are interested, energized and competent."

"'Answer questions truthfully and confidently.' It is important that you present to the interviewer your skills and abilities and relate them to the requirements of the job for which you are applying. But, it is also important to present only information that is true. Questions may be asked in the interview that you think you cannot answer truthfully. However, untruths will generally be found out later and could cause you to lose your job."

"'Express an interest in working for the company.' Interviewers will be much more likely to hire you for the job if they believe that you really have a desire to work at their particular company. You will need to convey this to the interviewer by relating your interests and skills to the company's needs and desires. Often this can be conveyed simply by stating, 'I would definitely like to work for this company for these reasons...' Then state how your interests relate. Or simply state to the interviewer something like, 'I think I could learn a lot by doing this job.' Or, 'This sure sounds like something I'd like to do.'"

"Finally, at the close of the interview, it helps to 'conclude the interview on a positive note.' Perhaps a closing such as, 'Thank you for your time Ms/Mr. Smith. I certainly look forward to hearing from you soon.'"

What Determines Success

Materials Needed:

Overhead projector
Instructor's copy - What Determines Success (See page 2.9)

To the Instructor:

This portion of the Workshop presents information which studies have shown are factors in a successful interview.

(Continuation of What Determines Success)

Instructor to the Participants:

"Studies have been conducted to give us information about what factors determine success in the interview."

Use Instructor's copy - What Determines Success - Read the following to participants.

"As you can see, a very large variable for success is the 'packaging' that you present. Therefore, what the interviewer sees when she/he interviews you is very important. How you look and dress appears to carry the greatest weight in the decision making of the interviewer. The next greatest predictor appears to be responsiveness. Once again, this is related to how you appear to the interviewer; but, more importantly, your behavior is the focus here. As you can see, experience counts for very little, only 10%, as a predictor of success in the interview. This is somewhat good news. Many of us can qualify for that job we really want depending more on how we present ourselves in the interview--even if our experience is sketchy."

PARTICIPATION ACTIVITIES

***Note to instructor(s): There are two different activities for participants. The first is a role-play activity and the second is a video activity. Both activities are relevant to the participant and it is recommended that both be used within this session; however, the instructor will need to make this decision based on the time available.

Role-Playing Job Interviews Activity

Materials Needed:

Overhead projector
Transparency - How to Provide Instructional Feedback (See page 2.10)
Instructor's copy - Job Interview Checklist (See page 2.11)
Job-Related Issues Booklet

To the Instructor:

In this activity participants will be given an opportunity to role-play situations which focus on demonstrating successful job interview techniques. This will be demonstrated through verbal and non-verbal behavior.

Prior to beginning the role-plays, elicit the types of behaviors participants think would be considered successful interviewing skills. (Participants and/or the instructor can refer to the list of successful interviewing techniques in the Job-Related Issues Booklet, if participants are unable to come up with behaviors on their own.) Ask participants to look for examples of these behaviors in the role-plays.

Additionally, before the actual role-playing, go over the Transparency, How to Provide Instructional Feedback, with the participants to give them an idea on the best way to give positive and negative feedback as an evaluative, instructional technique.

Finally, two volunteers will participate in each role-play. The role-playing scenarios will be re-creations of job interviews either real or imagined that are provided by the participants themselves. You can ask each participant where they would like to interview for a job and the scenario can be created to accommodate that participant. The volunteers will be playing the role of interviewer/hirer and interviewee/job applicant. Each interviewer role-player can ask some of the "tough questions" provided in the Job-Related Issues Booklet.

(Continuation on Role-Playing Job Interviews Activity)

Instructor to the Participants:

"You have received some very important information on how to manage an interview both before and during the interview. But, the best way to prepare for an interview is to practice what you've learned, receiving immediate feedback on your performance. Each interview that you complete will be preparation for the next occasion. However, assuming that you wish to be successful with the first experience, it is a good idea to practice. Some of you can practice presenting yourself to an interviewer, as well as answering some tough questions that could be asked in an interview. Immediately following this, each of you will then be given valuable feedback on how you appeared to the other participants and myself during your role-playing."

"Now, let's review some behaviors that demonstrate the best way to proceed in a successful interview. We spoke about making a good first impression. What specific behaviors can we use to give a good first impression for a job interview?"

Generate discussion from participants, asking for examples of behaviors that would facilitate a successful interview.

"Before we begin with the actual role-playing, I would like to take a moment to go over the method for instructional feedback so that you understand how to give feedback to your peers and also, how you will receive feedback."

Use Transparency - How to Provide Instructional Feedback - Go over each item on the instructional feedback form in the following manner.

"The first thing to remember when giving feedback to someone is to 'make a praise statement using the person's name.' It is easier to receive negative feedback if, at first, we hear something positive about ourselves. An example of this is perhaps something like, '(insert a participant's name), you did a very good job.'"

"Secondly, 'Point out what you like about the job done,' using specific examples like, '(insert a participant's name), you appeared alert and confident during your interview. You maintained good eye contact throughout most of the interview.'"

"Next, 'Describe what was done incorrectly.' After you have given the positive feedback, then specifically describe what you observed as being behavior that might interfere with a successful interview."

"Now, 'Describe the correct activity.' It is not enough to simply state what you see as incorrect behavior. It is important to follow up with suggestions or comments which would have been more beneficial. Make a statement as to how you would do it differently and 'provide a rationale.' Explain why you believe another approach is a more correct way to go about things."

(Continuation of Role-playing Job Interviews Activity)

"After giving this feedback, we will 'provide the opportunity to practice,' allowing the role-playing interviewer and interviewee to restate this portion of the practice."

"Finally, we all need to provide 'praise for doing the activity correctly' to the individual who is role-playing. Let her or him know that continuing this practice will probably help them to succeed in interviews in the future."

"Now that we have generated a list of skills that demonstrate successful interview behavior and we have illustrated a method of instructional feedback, let's see if you can identify these skills and/or the lack of them in a role-play situation."

"While the people are role-playing, the rest of you need to watch them carefully. You can use the job interview checklist, which is in your Booklets, to keep track of the behaviors you have noticed or did not see. The checklist will help you give correct feedback after the role-playing."

Use Instructor's copy - Job Interview Checklist - Read the Interview Checklist to the participants.

"Now, I need two volunteers for a role-play. One will role-play the interviewee or job applicant and one will role-play the person who selects the person to be hired."

Recruit the volunteers. Ask the interviewee where she/he is interested in applying for a job. After getting this information, ask the volunteer for the interviewer/hirer to list some skills that might be necessary for that kind of a job. If this person does not know any, provide some for her/him in order to create the scenario. Provide the interviewer/hirer with the list of "tough questions" to ask the interviewee and ask them to proceed. Role-play as many scenarios as time permits. After each role-play ask for feedback from the observing participants.

Videotape "First Impressions" Activity

Materials Needed:

VCR and Monitor/Television
Videotape "First Impressions"
Instructor's copy - Job Interview Checklist (See page 2.11)
Job-Related Issues Booklet

To the Instructor:

Participants will be given an opportunity to evaluate interview situations presented on the videotape "First Impressions." The videotape allows the participants to view job seekers from an employer's point of view. The individuals being interviewed in the video are displaying various forms of packaging and responsiveness, the two most important predictors of a successful interview.

Instructor to the Participant:

"According to recent studies, responsiveness and packaging determine 80% of the success Americans have in interviews. Not only is our appearance important, but this information is projected to the prospective employer in a very short period of time. With this knowledge we can assume that we should dress appropriately for the interview and make every attempt to appear responsive to the employer from the onset of the interview."

"In this videotape, entitled 'First Impressions,' we will see some individuals being interviewed who have not learned what you have learned in this Workshop. As you watch these interviews, respond to these items as if you were the employer.

1. Describe this person in one word.

2. Does this person really want to work?

3. Would you hire this person?

Play the videotape, "First Impressions" - Pause the tape during the first two interviews after seven seconds and ask the above questions, allowing the participants to understand how short a time it takes for one to make a first impression. Continue with the rest of the interviews. Use Instructor's copy - Job Interview Checklist - and read the following after each interview.

(Continuation of Videotape "First Impressions" Activity)

"What do you think of this individual in this interview? Did this person display the interview skills on the checklist?"

After the final interview, (the example of a successful interview) ask the participants why that interview was successful.

"Remember, there are things that are outside of our control like whether or not a company is hiring people with your background or skills. But, there are factors that we can control and the first impression we make is one of those factors."

OBTAINING AND MAINTAINING EMPLOYMENT

Roadblocks to Employment

Materials Needed:

Instructor's copy - Roadblocks to Employment (See page 2.12)
Job-Related Issues Booklet

To the Instructor:

This discussion is designed to review the possible barriers to employment. This is accomplished by viewing and discussing the Roadblocks to Employment.

Instructor to the Participants:

"Let's take this time to review some possible roadblocks to employment. These are circumstances that can either stand in the way of your getting the job you want, or they could possibly cause you to lose the job you already have."

Use Instructor's copy - Roadblocks to Employment - Go over each roadblock, reading them aloud to the participants and eliciting discussion from the participants as to their understanding of each one.

Dealing with Co-workers and Supervisors Effectively

Materials Needed:

Instructor's copy - Issues Relating to Co-workers (See page 2.13)
Instructor's copy - Issues Relating to Supervisors (See page 2.14)
Job-Related Issues Booklet

To the Instructor:

This portion of the Workshop is designed to enable the participant to determine appropriate behavior with co-workers and supervisors. Participants will demonstrate, through discussion, the differences in relating to co-workers vs. relating to supervisors and the benefits of different behavior.

(Continuation of Dealing with Co-workers and Supervisors Effectively)

Instructor to the Participants:

"Once you've gotten the job that you wanted, of course, you want to keep it for as long as there are benefits for you and the company. How you interact with co-workers and the people in charge will have some effect on how successful your employment is with that company. You will be expected to behave in a certain manner with your co-workers, but you will need to behave differently with supervisors. Let's discuss these differences by looking at some issues that relate to co-workers first."

Use Instructor's copy - Issues Relating to Co-workers - Read aloud each issue and elicit discussion from the participants as to how to behave in each situation.

"As you can see, there are many expectations about on the job behavior with your co-workers. Knowing what is expected of you will probably help you to maintain good co-worker relationships more successfully."

"Now that you know about co-worker relationships on the job, it is time to discuss supervisor relationships. These are often very different."

Use Instructor's copy - Issues Relating to Supervisors - Read aloud each issue and elicit discussion from the participants as to how to behave in each situation.

"Dealing with supervisors is usually very different from dealing with co-workers. Knowing how to act in these different situations will be useful to you on the job."

RECEIVING CRITICISM ON THE JOB

Reacting to Criticism

Materials Needed:

Overhead projector
Transparency - Reaction to Constructive Criticism (See page 2.15)
Job Related Issues Booklet

To the Instructor:

This portion of the Workshop is designed to demonstrate to the participants the appropriate method of responding to criticism while on the job.

Instructor to the Participants:

"We will all receive criticism during our work lives. It is important to be able to use this criticism effectively and to respond appropriately. Most people tend to react emotionally rather than to think about how the criticism they are receiving could help them."

Use Transparency - Reaction to Constructive Criticism - Go over this transparency in the following manner.

"The first step in using criticism effectively is to stop and check yourself. Do whatever works for you to prevent yourself from reacting defensively to the constructive criticism that you hear from your supervisor. Often taking a deep breath will give you that added moment to collect yourself so that you can actively listen to the criticism."

"Listening is the second step. Make sure that you listen and hear what the other person is saying; let him finish speaking before you react."

"Then you must evaluate whether the criticism you are receiving is constructive. If it is, learn from the advice given and change your behavior. This acceptance will demonstrate that you are mature enough to acknowledge your mistake, or that there may be a better way to complete a task. You can use the criticism to change your behavior in the future."

"Ask for further feedback as to how you could change your behavior. This will let the person know you are open to improving when you get appropriate feedback."

CLOSE SESSION

Post-test and Evaluation Information Gathering

Materials Needed:

Instructor's copy - Post-test Session II (See page 2.16)
Instructor's copy - Evaluation (See page 2.17)
Copies of Post-test Session II
Copies of Evaluation

To the Instructor:

***Note to Instructor: For Session II, using Instructor's copy - Post-test Session II, refer to page 14, in Session I, for further instructions on administration of the Post-test. Use Instructor's copy - Evaluation; refer to pp. 14 & 15 of Session I for further instructions on administration of the Evaluation and Closing.

END SESSION II

SESSION III

INTER-PERSONAL/ SOCIAL SKILLS

SESSION III

INTERPERSONAL/SOCIAL SKILLS

LEARNING SUCCESSFUL INTERPERSONAL SKILLS

The ability to interact successfully in a variety of social situations is one aspect of the quality of life for everyone. This Workshop will focus on understanding what social skills are and their overall importance in our lives. Some young adults with LD have shown difficulties in specific areas of social functioning. One of these areas is pragmatics which is the ability to use language appropriately within a social, situational, and communicative context (Bates, 1976; Prutting, 1982). Most social interaction is achieved through conversation, and individuals with learning disabilities can benefit from learning about conversational skills.

Objective:

Following instruction, participants will demonstrate their ability with pragmatic social skills by engaging and continuing successfully in conversation. In addition, participants will demonstrate this knowledge by evaluating the conversational behavior of their peers.

Supporting Competencies:

Written materials, including scripted scenarios to be presented to the participants, are described on the following pages. The main headings under which these activities appear are:

- Open Session - Includes a welcome from business or school with:
  a) explanation of what business does (or what kind of school)
  b) jobs (and/or programs) available within the company (or school)
  c) criteria for prospective employees (or students)

(Continuation of Supporting Competencies)

- Gather information including Behavior Assessment and Pre-test
- Define social skills and discuss social functioning difficulties
- Discuss Pragmatic Language and it's components including body language, keeping a conversation going and things that stop a conversation
- Practice conversation exercises and scripted scenarios dealing with criticism, using the Conversation Evaluation Checklist
- Discuss Passive-Assertive-Aggressive, what are the differences and when is it appropriate to act in an assertive manner
- Close Session - Includes post-test, evaluation of session and social interaction among participants

OPEN SESSION

Welcome (from host business or school)

***Note to Instructor: For Session III refer to page 4 in Session I for suggested procedure of the welcome portion of the Workshop.

Instructor to the Participants:

"I (We) would like to take this opportunity to welcome you to this session of the LD-CASE Workshops. We will be discussing interpersonal and social skills. The focus of this session is to provide you with the information necessary to help you achieve success in social situations. Some young adults exhibit difficulties in specific social functioning areas. This Workshop will teach you to be more aware of verbal and non-verbal conversational elements. In addition to this, we will strive to learn some conversational social skills that will improve the quality of your interactions with others."

***Note to Instructor: For Session III, refer to page 5 in Session I for suggested introduction of the host/guest speaker.

INFORMATION GATHERING

Behavior Assessment Information Gathering

Materials Needed:

Instructor's copy - Behavior Assessment (See page 3.2)
Copies of Behavior Assessment for participants

To the Instructor:

This portion of the Workshop will be utilized to collect information from the participants in the form of the Behavior Assessment. Ask each participant to check the appropriate blank(s) which pertains to the change in behavior or lack of change in behavior as a result of the information learned at the previous Workshop. (Give only to people who participated in the previous Workshop "How to Get a Job and Keep It.")

Instructor to the Participants:

"Please take time to look at this Behavior Assessment form."

Use the Instructor's copy - Behavior Assessment - Read the form aloud to the participants, explaining how to fill it out in the following manner.

"The first statement on this form asks you to indicate whether or not you have practiced filling out a job application since the last Workshop. For example, if you did fill out a job application since the last Workshop please mark 'yes.' If not, then mark 'no' and if you had no opportunity then mark this blank."

"The second statement asks you to indicate whether or not you have practiced some of the "tough" questions that might be asked in an interview. If you did, then please mark 'yes.' If not then mark 'no.'"

"The third statement asks if you have practiced interviewing for a job. If you have, mark 'yes.' If you haven't, mark 'no' and if you have had no opportunity to practice interviewing, mark this blank."

"Finally, indicate on the form whether or not you have applied for a job since the last Workshop. Again mark either 'yes,' 'no' or 'have had no opportunity.'"

Pre-test Information Gathering

Materials Needed:

Instructor's copy - Pre-test Session III (See page 3.3)
Copies of Pre-test Session III for participants

(Continuation of Pre-test Information Gathering)

To the Instructor:

This portion of the Workshop will be used to obtain a measure of the participants' knowledge about social skills.

***Note to Instructor: Using Instructor's copy - Pre-test Session III, refer to page 6 in Session I for further instructions on administration of the Pre-test.

OVERVIEW OF SOCIAL SKILLS AND DIFFICULTIES

Define Social Skills

Materials Needed:

None

To the Instructor:

The purpose of this portion of the Workshop is to convey to the participants the meaning of the term "social skills" and their impact on the quality of an individual's life.

Instructor to the Participants:

"This Workshop will focus on understanding what social skills are and their overall importance in our lives. Social skills include the ability to use language appropriately within a social, situational and communicative context (Lahey, 1988). This is more simply stated as the ability to carry on a conversation. Both verbal and non-verbal forms of communication, learning to recognize and manage aggression and listening attentively are all components of interpersonal/social skills."

"The ability to interact socially in a variety of situations affects the quality of life for everyone. You must be able to interact successfully with others in employment as well as your personal life. It is very important to know how to express yourself and how to show interest in what others have to say. Enjoyment of life for young adults with learning disabilities can be related to the quality of your interactions with others."

Social Functioning Difficulties

Materials Needed:

Instructor's copy - Social Functioning Difficulties (See page 3.4)
Interpersonal Skills for Success Booklet

To the Instructor:

This portion of the Workshop reviews some areas of social functioning which can be areas of difficulty. The instructor can use the Instructor's copy of Social Functioning Difficulties to explain each difficulty--giving examples when appropriate. Participants can follow along in the Interpersonal Skills for Success Booklet.

(Continuation of Social Functioning Difficulties)

Instructor to the Participants:

"Now that you know what social skills are, let's look at some areas where social functioning can be difficult."

> Use Instructor's copy - Social Functioning Difficulties - Read the list of difficult areas to the participants, discussing each in the following manner. Encourage participants to give examples of personal experiences.

"Making friends can be very difficult for individuals with poor social skills because they often have problems expressing themselves or perhaps they have problems listening and 'being there' for someone else."

"Working effectively with others requires good social skills. In order to get the job done effectively, it is necessary to work and to interact in a cooperative manner with fellow employees. Conflict at work will cause everyone discomfort and may lead to unemployment."

> Encourage participants to give examples of personal experiences in the following manner: "Can anyone here recall a time when you were required to work with others and accomplish a particular task. Perhaps you were required to participate in a group project at school. What kind of problems did you encounter working in the group and how did you handle it?"

"Some people have great difficulty maintaining appropriate social behaviors in social situations. Their behavior often doesn't fit the situation. An example of this is loud and boisterous behavior in a classroom or at a solemn ceremonial occasion, like a funeral. This kind of socially inappropriate behavior causes others to feel uncomfortable and to withdraw."

"Related to this is knowing when it is appropriate to voice your feelings and to say what is thought or felt and knowing when not to do so. An example could be sitting at the dinner table in someone else's house and voicing that you really dislike the food that is being served! Another instance might be telling someone that you think the outfit he/she is wearing looks awful. Keeping these critical thoughts to yourself would be more appropriate and help you in social situations."

> Encourage participants to give examples of personal experiences in the following manner: "Has this kind of problem ever occurred to you or anyone else that you know? What did you do after you realized what happened?"

"Individuals need to understand the difference between humor and sarcasm. An example of sarcasm is saying something in a tone of voice that belies what your words are conveying, for example 'Oh yeah. You're real

(Continuation of Social Functioning Difficulties)

smart!' Even though the words you are speaking are words of praise, the way in which the words are spoken says, 'I don't think you're smart at all.' Although you may have spoken in a jesting manner, this kind of humor can be hurtful to others and cause bad feelings that don't go away easily. Sarcasm is not appropriate with everyone nor is it appropriate in every situation. Real humor never hurts other people's feelings."

"Engaging in 'small talk' is a social skill that is helpful when entering into situations where you don't know someone very well. It is inappropriate to speak about personal matters with people that you barely know. **Small talk is a necessary form of conversation.** It can include things like talking about the weather or any other kind of factual information that might interest just about anyone. Discussing general issues that others may have in common with you would be an enjoyable form of small talk as well. Almost every conversation begins with 'small talk.' This allows us to get a feel for each other and to decide whether we want to continue talking.

Encourage participants to give examples of personal experiences in the following manner: "What are some examples of topics for small talk that you like to use when starting up a conversation?"

PRAGMATIC LANGUAGE

What are Pragmatic Language Skills

Materials Needed:

None

To the Instructor:

In this portion of the Workshop, pragmatic language skills will be defined.

Instructor to the Participants:

"Pragmatics is the ability to use language to communicate appropriately. It is also called the art of conversation. Since most of our social interactions are achieved through the use of language, both verbal and non-verbal, it is important to understand what constitutes an appropriate response. The ability to carry on a conversation will determine how successful you are socially as well as on the job."

What is Body Language

Materials Needed:

None

To the Instructor:

This portion of the Workshop is designed to explain to the participants the dynamics of body language as a social pragmatic language skill.

Instructor to the Participants:

"A form of pragmatics is communicating with the use of your body. This is called body language. The position of your body while you are conversing with others communicates many things to them. Actions such as head nods, folding of the arms or turning your body away exhibit different attitudes. For example, folding your arms across yourself communicates to others that you are somewhat closed in your attitude, while keeping your arms relaxed and at your sides conveys to others that your attitude is more open. Lean slightly towards the person with whom you are speaking.

Have participants see if they can convey an attitude non-verbally, such as sadness, joy, fear, etc.

Things that Keep Conversation Going

Materials Needed:

Instructor's copy - Things that Keep Conversation Going (See page 3.5)
Instructor's copy - Rules of Listening (See page 3.6)
Interpersonal Skills for Success Booklet

To the Instructor:

The participants will learn how to maintain their conversations by utilizing pragmatic language skills. The Instructor can present this information while participants follow along in the Interpersonal Skills for Success Booklet.

Instructor to the Participants:

"Can you recall not knowing what to say in certain social situations? Or perhaps you can remember uncomfortable silences or lapses in your previous conversations. If so, then the following social skills lesson of 'Things that Keep Conversation Going' will be helpful to you."

"The first suggestion for keeping a conversation going is to make remarks that show interest when you are talking with someone. Using responses, such as, 'uh-huh,' 'oh really,' 'I agree,' 'mm-hm,' or 'yeah,' show that you are interested in a positive way. If you can show this to your conversation partner, then that person will probably be encouraged to continue talking with you."

"Another important conversational skill is taking turns being a good listener. Being a good listener encompasses paying very close attention to what the other person is saying while letting that person know you are understanding what is said. It is preferable, when in a conversation, to listen sometimes and to talk sometimes, rather than doing all the talking or all the listening. Using appropriate volume and stating information clearly also aids in effective communication. Look at the '8 Rules of Listening.' These rules will help you become a good listener - and everyone loves a good listener!"

"Forms of body language that keep the conversation going are good eye contact, giving head nods, facing the speaker and watching for speaker's reaction. These communication skills also allow the speaker to know that what is being said is important to you, the listener."

Things that Stop Conversation

Materials Needed:

Instructor's copy - Things that Stop Conversation (See page 3.7)
Interpersonal Skills for Success Booklet

To the Instructor:

Participants will become aware of behaviors that are detrimental to continuing conversation.

Instructor to the Participants:

"Let's look at some behaviors that will inhibit conversation. See if you recognize any of them as having been a part of your conversations."

"One very obvious way to stop a conversation is not saying anything at all. A conversation takes at least two people exchanging words back and forth. However, the words exchanged should be positive words. If negative remarks, such as, 'So what?' 'That's what you think.' or maybe, 'You're crazy.' are made by the listener, then the speaker is not likely to want to continue. By the same token, to negatively accuse the speaker, saying something like, 'Why'd you do such a stupid thing?' also will probably stop the conversation dead in its tracks."

"Replying to an enthusiastic statement by the speaker with a total lack of enthusiasm, such as, 'Big deal! ' or 'What's so exciting about that?', reflects the opposite of the speaker's emotions. This could cause the speaker to discontinue conversation with you."

"Using unclear and confusing language could cause the listener to give up trying to understand you and move on to converse with someone else whose expression is more clear."

"Be sure to watch your body language and the message it is conveying to your partner as well. Avoiding eye contact, looking around and turning away from the speaker shows that you aren't really listening very well to what is being said or that you are uncomfortable with it. Keeping a stiff head position would not only probably appear strange, but it would also prevent you from giving head nods of understanding. Finally, looking at your watch during a conversation is inappropriate. This could convey a message to your partner that you have better things to do with your time."

PRACTICE CONVERSATION/SOCIAL SKILLS

Conversation Exercises

Materials Needed:

Interpersonal Skills for Success Booklet

***Note for Instructor: The following topics of conversation: favorite T.V. show, favorite movie, school, etc., can be used in the conversation exercise. Either the instructor chooses the topic for all of the exercises, or the topics are chosen by the participants.

To the Instructor:

In this activity the participants will get a chance to experiment with the language/social skills that they have learned in this session. The instructor will invite the participants to choose a partner and participate in a conversation about a particular topic. Additionally, all other participants will evaluate the quality of the conversation based on the Conversation Evaluation Checklist provided for them in the Interpersonal Skills for Success Booklet.

Instructor to the Participants:

"The best way to learn effective social skills is to practice them. You will have many opportunities in your day-to-day life to interact with others and practice these skills, but practice can be more effective when you receive feedback on how you are doing. We are going to ask two of you to participate in a conversation exercise while the rest of us use the conversation checklist to evaluate your exchange."

Refer to Interpersonal Skills for Success Booklet and Conversation Evaluation Checklist. Read the Checklist aloud to the participants, explain the following.

"As you watch the people engaged in a conversation, check off whether or not you observed them doing these things. If you have time you may write a few comments below about your observations. I will need two volunteers, one speaker and one listener for the first exercise."

Recruit the volunteers. If you choose to do so, provide the volunteers with a topic for conversation. Otherwise, proceed with the following.

"Now, I would like to ask the speaker to choose a topic of conversation that interests you and is likely to interest your partner as well. If you are unable to think of a topic, I will provide you with one. In this exercise, the

(Continuation of Conversation Exercises)

only thing you are required to do is begin a conversation and discuss the topic. You will only need to converse for about two minutes."

"Tell us the topic of your conversation."

> Obtain the topic from the speaker and ask the volunteers to begin the conversation while the rest of the participants use the Conversation Evaluation Checklist. After about two minutes of conversation from the pair, allow a discussion of what the other participants observed during the conversation. Encourage positive as well as negative criticism.

Scripted Scenario Exercise

Materials Needed:

Instructor's copy - Scripted Scenario Exercise (See page 3.8)
Copies of Scripted Scenario for volunteer participants
Interpersonal Skills for Success Booklet

To the Instructor:

This activity is designed to generate a discussion and comparison of appropriate vs. inappropriate language/social skills. Three different scenarios involving criticism of an employee by the employee's supervisor will be read by volunteer participants. A discussion of the scenarios will ensue following the readings. The participants can use the scripts provided in the booklet as well as the Conversation Evaluation Checklist. During the discussion participants should note appropriate body language and conversational skills used by volunteer conversationalists.

Instructor to the Participants:

"We will participate in another exercise where you will be reading a scripted scenario of a conversation between a supervisor and an employee. While the script is being read, please refer again to your Conversation Evaluation Checklist so that you can provide feedback to the readers later and can discuss what you felt was appropriate or inappropriate about the way in which the employee dealt with the supervisor's criticism.

> "Recruit two volunteers, one to read the supervisor's part and one to read the employee's part. Ask them to begin reading the script of the first scenario. Use the Instructor's copy - Scripted Scenario - to follow along with the volunteers. After the reading, generate a discussion.

(Continuation of Scripted Scenario Exercises)

"What are your thoughts about the manner in which this employee dealt with the criticism from the supervisor? Also, what did you note on your Conversation Evaluation Checklist?"

Recruit new volunteers for each new scenario and continue discussion as before.

ASSERTIVENESS SKILLS

Passive-Assertive-Aggressive, What are the Differences

Materials Needed:

Transparency - Synonyms for Aggressive, Passive & Assertive Behaviors (See page 3.9)
Interpersonal Skills for Success Booklet

To the Instructor:

In this portion of the Workshop, assertiveness, passivity and aggression will be defined. Instructors can use the overhead projector and the transparency on assertiveness while the participants follow along in the Booklet.

Instructor to the Participants:

"There are three different modes of responding to others: aggression, passivity or assertiveness."

Use Transparency - Synonyms for Aggressive, Passive & Assertive Behaviors - Read aloud the list of synonyms for aggressive, passive and assertive behavior.

"Basically, aggressiveness involves a more controlling or fighting stance. If you are used to communicating with others in an aggressive manner, then you are probably conveying to them that you think you matter more than they do. If you usually respond to others in a passive manner, then you are telling others that they matter more than you do. As you can see by the synonyms such as 'self-confident, positive and self-assured,' responding in an assertive manner is the preferred manner of response."

"Interacting assertively is usually the most appropriate manner of responding. For example, in school you will need to be assertive in order to be successful. Why might this be true? Asking for accommodations for a learning disability might be met with resistance if you approached your teacher with aggression. By the same token, you may not be taken seriously if you are passive in your request. On the job, aggressive behavior will probably be met with disapproval by your co-workers and your supervisors. Passive behavior could cause you to be ignored. The same is true for your personal life. Look in your Booklet. Here are examples of times when it is very appropriate to act in an assertive manner. The preferred interacting style and the most beneficial means of communicating for you in most instances would be assertiveness."

"In your Booklet, you will find some examples of non-verbal behaviors that indicate whether you are acting in an aggressive, passive, or assertive manner."

CLOSE SESSION

Post-test and Evaluation Information Gathering

Materials Needed:

Instructor's copy - Post-test III (See page 3.10)
Instructor's copy - Evaluation (See page 3.11)
Copies of Post-test Session III for participants
Copies of Evaluation for participants

To the Instructor:

***Note to Instructor: Using Instructor's copy - Post-test Section III, refer to page 14, in Session I, for further instructions on administration of the Post-test. Use Instructor's copy - Evaluation; refer to pp. 14 & 15 in Session I for further instructions on administration of the Evaluation and Closing.

END OF SESSION III

SESSION IV

HANDLING STRESS AND CHANGE

SESSION IV

HANDLING STRESS AND CHANGE

Understanding and Dealing with Stress Effectively

Individuals experience certain physiological reactions in response to pressure in day-to-day living. These pressures vary from person to person and are generally characterized by a feeling of loss of control. This loss of control is what causes stress. It manifests itself in various unpleasant symptoms, such as headaches, sleeplessness, impatience, indigestion and unhappiness. We must be able to recognize these symptoms of stress in order to develop appropriate coping behaviors, such as self-control, assertiveness, decision-making skills and positive attitudes toward change. Learning these behaviors will enable us to better manage stress on a day-to-day basis.

Objective:

Following instruction, participants will be able to demonstrate their ability to identify symptoms of stress. Additionally, participants will demonstrate knowledge of stress management strategies.

Supporting Competencies:

Written materials and scripted practice activities are presented to the participants to develop identified competencies of the objective. The main headings under which these activities appear are:

- Open Session IV - Includes a welcome (from host business or school) with:

  a) explanation of what business does (or what kind of school)

Session IV - Handling Stress and Change

(Continuation of Supporting Competencies)

b) jobs available (and/or programs) within the company (or school)

c) criteria for prospective employers (or students)

- Gather information including Behavior Assessment and Pre-test
- Define stress and discuss how to recognize the signs of stress
- Discuss the personal causes of stress and stress-reducers
- Discuss self-control with behaviors that demonstrate lack of self-control and strategies that help gain self-control
- Role-play self-control scenarios with peer evaluation, using the Conversation Evaluation Checklist
- Discuss change and ways of coping with change including positive attitudes, decision-making steps and assertive behavior
- Close Workshop with post-test and evaluation and social interaction among participants

OPEN SESSION

Welcome (from host business or school)

***Note to Instructor: For Session IV, refer to page 4 in Session I for suggested procedure of the welcome portion of the Workshop.

Instructor to the Participants:

"Welcome to the fourth session of the Workshops entitled 'Handling Stress and Change.' This session will focus on providing you with the information necessary to identify symptoms of stress in your life and suggestions for implementing new behaviors and attitudes to help you cope with stress and change."

***Note to Instructor: For Session IV, refer to pp 4 & 5 in Session I for suggested introduction of the host/guest speaker.

INFORMATION GATHERING

Behavior Assessment Information Gathering

Materials Needed:

Instructor's copy - Behavior Assessment (See page 4.2)
Copies of Behavior Assessment for participants

To the Instructor:

This portion of the Workshop will be utilized to collect information from the participants in the form of the Behavior Assessment. Ask each participant to check the appropriate blank(s) which pertains to the change in behavior or lack of change in behavior as a result of the information learned at the previous workshop. (Give only to persons who participated in the previous workshop "Interpersonal/Social Skills")

Instructor to the Participants:

"Please take time to look at this Behavior Assessment form."

(Continuation of Behavior Assessment Information Gathering)

Use the Instructor's copy - Behavior Assessment - Read the form aloud to the participants explaining how to fill it out in the following manner.

"The first statement on this form asks you to describe whether or not you tried to interpret the non-verbal body language of those around you since the last Workshop. For example, if you did attempt to interpret someone's non-verbal body language since the last Workshop, please mark 'yes.' If not, then mark 'no.'"

"The second statement asks you to describe whether or not you have practiced some of the conversational skills learned in the last Workshop. If you did, then please mark 'yes.' If not then mark 'no.'"

"The third statement asks if you have practiced being assertive in a social situation since the last Workshop. If you have, then mark 'yes.' If you haven't, then mark 'no.'"

Pre-test Information Gathering

Materials Needed:

Instructor's copy - Pre-test Session IV (See page 4.3)
Copies of Pre-test Session IV for participants

To the Instructor:

This portion of the Workshop will be used to obtain a measure of participant's knowledge about handling stress and change.

***Note to Instructor: Using Instructor's copy - Pre-test Session IV, refer to page 6 in Session I for further instructions on administration of the Pre-test.

DEFINE STRESS AND RECOGNIZE THE SIGNS OF STRESS

Definition of Stress

Materials Needed:

Overhead projector
Blank transparency

To the Instructor:

In this portion of the Workshop you will be presenting information to the participants to enable them to determine what stress is and why it occurs.

Instructor to the Participants:

"Has anyone ever experienced stress?"

Ask for a show of hands.

"Can you give me an example of stress in your life?"

Invite a discussion from the participants on what they believe constitutes stress in their lives. You can write, on a transparency, a list of what the participants view as stress. REMEMBER, to always AFFIRM whatever the participant says FIRST, then give appropriate feedback.

"Now, I would like to give you a working definition of what stress is. It is the body's internal response to pressure that is generally due to a feeling of loss of control. In other words, anytime that something happens in your life, and you are unable to control the event or the persons related to that event, then you will probably experience stress. Let's look at the examples that you have given here. Can you see any recurring themes in these examples of feeling out of control?"

Invite discussion from participants of feelings of being out of control in relationship to their examples. REMEMBER, always AFFIRM whatever the participant says FIRST, then give appropriate feedback.

Recognizing Signs of Stress

Materials Needed:

None

Instructor to the Participants:

"Remember that the definition of stress is your body's internal response to feeling out of control. Therefore, if your body is responding, there are some physical signs of stress that can help you to recognize when you are under pressure. Does anyone know of any physical signs of stress?"

> Generate a discussion by the participants. If no one knows of physical signs then tell them a few of the signs to help them generate more discussion, i.e. headaches, sleeplessness, exhaustion, appetite changes, indigestion, impatience, unhappiness. REMEMBER, always AFFIRM whatever the participant says FIRST, then give appropriate feedback.

"As you can see, stress can be harmful to us and cause us physical problems. That is why it is a good idea to learn how to deal with stress and change so that we can prevent these kinds of physical problems."

PERSONAL CAUSES OF STRESS AND STRESS REDUCERS

Get a Handle on Stress

Materials Needed:

Instructor's Copy - Get a Handle on Stress (See page 4.4)
Handling Stress and Change Booklet

To the Instructor:

Participants will attempt to identify different situations, people or events that are causing stress in their lives today. The instructor will explain strategies of problem solving in order to reduce the stress of the situation. Finally, a list of stress reducers will be presented to the participants.

Instructor to the Participants:

"Feeling out of control in a situation is very uncomfortable. No wonder this is stress producing. Take the time now, to open your Booklets to the first page and list one situation, person or event that is causing you stress in your life today."

Use Instructor's copy - Get a Handle on Stress - Refer to page 1, in Booklet. Tell the participants to write down their choice of stress-maker. Allow them time to make their choice.

"If everyone has chosen their stress-maker, take time now to consider it again. Can you do absolutely nothing about it? Do you have absolutely no control over its outcome? Often you'll find that the situation is related more to someone else than to yourself; you may have no control over it. If this is the case, then simply letting the other person handle their own situation would reduce your stress. But if the situation relates to you, there is rarely a time when you can't do anything at all about it. An example of a stress-maker that is beyond your control is perhaps your friends fighting with each other. This is something that is beyond your control. If your friends are fighting with each other, you know that you cannot control their behavior; therefore, let this be their problem and not yours."

"If you've decided that the stress factor that you've chosen is someone else's problem, then choose another one and write it down."

Give the participants time to choose another stress factor that is within their control.

(Continuation of Get a Handle on Stress)

"What can you do about reducing this stress factor? Would anyone like to share their stress factor and tell us what you can do to reduce this problem. What is within your control to change?"

> Generate discussion from the participants encouraging sharing of their stress factors and giving appropriate feedback to the participants. (It is important to pay particular attention to whether or not the participants are realistic about what is within their control to change vs. what is not in their control to change.) REMEMBER, always AFFIRM whatever the participant says FIRST, then give appropriate feedback.

Proven Stress Reducers

Materials Needed:

Instructor's copy - Proven Stress Reducers (See page 4.5)
Handling Stress and Change Booklet

To the Instructor:

This portion of the Workshop is designed to provide participants with some tips on behaviors that can reduce their stress.

Instructor to the Participants:

"Open your Booklets to page 2."

> Use Instructor's copy - Proven Stress Reducers - Read aloud the list of stress reducers to the participants, inviting discussion of each of these tips by participants. REMEMBER, always AFFIRM whatever the participant says FIRST, then give appropriate feedback.

SELF-CONTROL AND STRESS

Behaviors that Demonstrate Lack of Self-Control

Materials Needed:

Overhead projector
Transparency - Behaviors that Demonstrate Lack of Self-Control (See page 4.6)
Handling Stress and Change Booklet

To the Instructor:

This portion of the Workshop consists of a discussion of self-control and how its development facilitates the management of stressful situations. Next, the instructor will initiate a discussion of the behaviors that demonstrate a lack of self-control and how they relate to stress.

Instructor to the Participants:

"Another method of reducing stressful situations is to learn self-control. If you are able to control yourself in difficult situations, it is much easier to make good decisions about how to act rather than react. Here are some behaviors that demonstrate a lack of self-control and are often seen as a reaction to a high stress situation."

Use Transparency - Behaviors that Demonstrate Lack of Self-Control - Read aloud each behavior and invite discussion from the participants on these behaviors.

Strategies to Facilitate Self-Control

Materials Needed:

Overhead projector
Transparency - Strategies to Facilitate Self-Control (See page 4.7)
Handling Stress and Change Booklet

To the Instructor:

This portion of the Workshop is used to demonstrate to the participants effective strategies for improving self-control.

(Continuation of Strategies to Facilitate Self-Control)

Instructor to the Participants:

"As you can see, here are a set of sentences with blanks in them. Let's start with number one. 'Slowly count to ____ before you react?' Does anyone ever use this strategy?"

> Invite discussion from participants on each strategy in the above manner and let them fill in the blanks with appropriate feedback from you.

"Later on, we will discuss learning how to make decisions to reduce stress in our lives. You must learn to be in control of yourself before you can make good decisions."

PRACTICE EXERCISES FOR MAINTENANCE OF SELF-CONTROL IN HANDLING STRESS AND CHANGE

Self-control Scenarios Exercise

Materials Needed:

Instructor's copy - Self-control Scenarios (See page 4.8)

To the Instructor:

This activity is designed to allow participants the chance to imagine themselves in a high stress situation. The participants will then be asked to practice making decisions in a self-controlled manner.

Instructor to the Participants:

"The best way to learn most things is to practice them. I would like to ask you to practice self-control and decision-making while you imagine yourself in a stressful situation. I will read a scenario to you, describing something that is happening to you that could cause you some stress. Then I would like you to describe to me how you would act in the particular situation. Can I get someone to volunteer for the first scenario?"

Recruit the volunteer. Use the Instructor's copy - Self-control Scenarios - Choose and read as many scenarios as time allows. REMEMBER, always AFFIRM whatever the participant says FIRST, then give appropriate feedback.

Scripted Scenario Exercise

Materials Needed:

Overhead projector
Instructor's copy - Scripted Scenario: Handling Stress and Change (See page 4.9)
Copies of Scripted Scenario for volunteer participants
Instructor's copy - Conversation Evaluation Checklist (See page 4.10)
Handling Stress and Change Booklet

(Continuation of Scripted Scenario Exercise)

To the Instructor:

This activity is designed to allow participants the chance to practice scenarios demonstrating situations requiring self-control. Participants will divide into groups, depending on the number of participants attending. Each group should have at lease five participants. Volunteer participants will play the roles of the teacher and the student. Anyone else in the group will consist of a peer evaluation panel. Volunteers will act out the different parts in the scripted scenarios; situations show self-control as well as a lack of self-control. Peers will then rate the responses based on the Conversation Evaluation Checklist. The participants have a chance to review appropriate social skills as well as to demonstrate self-control.

Instructor to the Participants:

"The next activity requires that we divide up into groups of ___(choose a number that will evenly divide the participants and have at least five members per group.)___."

***Note to the Instructor: This activity is difficult to attempt unless at least five participants are in attendance. The part of the teacher and/or the student could be played by instructor(s), but peers are necessary to evaluate using the Conversation Evaluation Checklist. Extra instructors will be necessary if several small groups are present.

Divide participants into groups of at least five members.

"Now, so that we can continue practicing self-control and appropriate social skills, I will need some volunteers out of each group. I need two people to be a teacher or a student. The rest of you will be using the Conversation Evaluation Checklist in your Booklets to evaluate the individuals' conversation. Take some time now to look at the Checklist."

Use Conversation Evaluation Checklist, reading aloud each category and showing the corresponding columns of "yes," "sometimes" and "no."

"As you can see, this is not only an exercise in learning about self-control but it is a review of the previous Workshop where we learned appropriate conversation skills."

Recruit the volunteers for this particular scenario. Read the first scripted scenario. Initiate a group discussion with the participants on what kinds of behavior demonstrated a lack of self-control and inappropriate social skills based on the evaluation by the peers. Continue this for each scenario, evaluating and discussing respectively.

STRATEGIES OF COPING WITH CHANGE

Positive Attitudes

Materials Needed:

Overhead projector
Transparency - Attitudes on Change (See page 4.11)
Handling Stress and Change Booklets

To the Instructor

In this portion of the Workshop the instructor will focus on the importance of positive attitudes about stress. Participants will discuss four different characteristics that can be developed to facilitate a positive attitude towards change.

Instructor to the Participants:

"Change is stressful and the more effectively we learn how to deal with change, the less we will feel the effects of stress. Self-control is an important tool in reducing the stressors in your life, but there are also other techniques that you can learn."

Use Transparency - Attitudes on Change - Read aloud each attitude to the participants in the following manner.

"The first characteristic mentioned here is 'Self-Confidence.' This is having confidence in your ability to handle change. Basically, this simply involves believing in yourself and knowing that you are capable of changing."

"The second attitude mentioned is 'Flexibility.' It is difficult to adapt to changes if your attitude is rigid and unyielding. If you are the kind of person who often says, 'We should do it this way because we've always done it this way,' then chances are changes will be difficult for you and you might be more likely to experience symptoms of stress."

"Number three is 'Optimism.' Looking on the bright side will probably help you to accept the change. Find a reason for the change to be positive."

"The last attitude is 'Risk-Taking.' Sometimes we need to be willing to take a chance even when there might be some risk involved. We don't always know what outcome to expect, but if we never take a risk our experiences in life would be very limited. The more willing you are to accept change, the better your opportunity for growth and development."

The Process of Problem Solving

Materials Needed:

Overhead projector
Transparency - Problem-Solving Method (See page 4.12)
Handling Stress and Change Booklets

To the Instructor:

This portion of the Workshop is designed to present to the participants a working model of problem-solving using a six step process.

Instructor to the Participants:

"There may be instances in your life that make you feel helpless. Some of these circumstances might be outside your control, but some of them could possibly be solved depending on your decision-making or problem-solving skills. Here is a six-step process of problem-solving for a situation that is within your control. Remember, situations that are outside of your control are probably not your problem in the first place."

Use Transparency - Problem-Solving Method - Read aloud each step of the process to the participants explaining them in the following manner.

"The first step in problem solving is to identify the problem. Make sure that it is indeed your problem to solve, then write it down. Also, try to work on just one problem at a time."

"Next, begin to brainstorm a number of solutions. Don't evaluate them now; just try to think of as many solutions to this problem as you can and write them down."

"Now, go ahead and evaluate the possible solutions you wrote down. Eliminate the ones that you decide will be ineffective. Narrow down the solutions to two or three of the best ones."

"The next step is to decide on a solution and make a commitment to try this solution. Decide also how many times you will attempt this solution before moving on to another option."

"The fifth step is to put your plan into action and see what happens."

"Finally, take a step back and look at the results. Is your solution working? If not, where do you need to go back and make changes? Perhaps you need to make another choice. Remember, sometimes you will need to give your solution more than one try to really test it."

Assertive Behavior and Stress

Materials Needed:

None

To the Instructor:

In this portion of the Workshop, participants will learn how assertive behavior facilitates stress reduction. A discussion of aggressive and passive behaviors will be used to demonstrate how these behaviors add to stressful situations.

Instructor to the Participants:

"In the last Workshop on Interpersonal/Social Skills, we learned that assertive behavior is generally the desired way to behave in most social situations. This is also true in stressful situations. Assertive behavior enables an individual to maintain self-control and therefore make better decisions in solving problems."

"For example, an individual who usually behaves in a passive manner often lets others walk all over him. This is of course very stressful. Another danger exists for this individual. People who hold anger inside may finally blow up. The stress of being passive can sometimes be too much to contain."

"On the other hand, a person who reacts aggressively creates stress in most situations."

"Assertiveness helps you to feel better about your interactions with others and it also helps others to feel better about you. Your interactions are likely to be much more pleasurable and a lot less stressful. Remember, being assertive not only makes a statement that who you are interacting with is important but that you are important too."

CLOSE SESSION

Post-test and Evaluation Information Gathering

Materials Needed:

Instructor's copy - Post-test IV (See page 4.13)
Instructor's copy - Evaluation (See page 4.14)
Copies of Post-test Session IV for participants
Copies of Evaluation for participants

To the Instructor:

***Note to Instructor: Using Instructor's copy - Post-test Section IV, refer to page 14 in Session I for further instructions on administration of the Post-test. Use Instructor's copy - Evaluation; refer to pp. 14 & 15 in Session I for further instructions on administration of the Evaluation and Closing.

END OF SESSION IV

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REFERENCES

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SUPPLEMENTAL MATERIALS

SESSION I

SUPPLEMENTAL MATERIALS

INTAKE SURVEY

NAME: _____

ADDRESS: _____

PHONE:_____ BIRTHDATE: _____

Type of Living Situation:
Buying home:____ Renting:_____ Halfway House:_____
Living with Parents:_____

Check one of the following:
Male _____ Female_____

Race: African American____ Native American _____
White ____ Hispanic _____ Asian _____
Other ____

Have you ever met with a vocational rehabilitation counselor from the regional office? Yes ____ No ____

Are you currently receiving services from a vocational rehabilitation counselor? Yes ____ No ____

Marital status: Married _____ Single _____

Education: Check highest grade completed
8th____ 9th ____ 10th ____ 11th ____ 12th ____
Number of years of college completed _____
Number of years of vocational/technical college completed _____

Are you currently enrolled in a 2 or 4 year college program? ___

1. Have you been officially identified as learning disabled by an evaluation: Yes ____ No _____

   If no, what type of learning disability do you believe you have? _____

If yes, what type of learning disability was verified?

Speaking _____
Understanding what you read ____
Basic Reading Skills _____
Understanding what you hear _____
Being able to write understandably _____
Basic Math Skills _____
Math Problem Solving _____

In what setting was the evaluation conducted:

School ____ Medical Doctor ____
Vocational Rehabilitation ____ Psychologist _____

2. At what age were you first diagnosed as having a learning disability? _____

3. When were you last evaluated for a learning disability? _____

4. Has any other member in your immediate family been identified as having a learning disability? Check all that apply:

Mother ___ Father ___ Brother ____
Sister ____ Child ____ Other _____

5. Who assumed the responsibility for exploring possible postsecondary options?

Self ___ Parents ____ School _____
(Mother ___)
(Father ____)

6. Have you ever been employed? Yes ____ No ____

How many different jobs have you held? _____

7. Are you currently employed? Yes ____ No _____
If yes, how long have you been employed? _____
If yes, are you employed part-time _____ or full-time____

8. If currently unemployed, how long ago was your last job?

0-3 mos. ____ 7-12 mos. ____
4-6 mos. ____ 1-2 years ____
3 years or more _____

9. What is the longest period you worked for 1 employer?

0-3 mos. ____ 7-12 mos. _____
4-6 mos. ____ 1-2 years _____
3 years or more _____

Why was employment ended?
Quit ____ Fired _____ Health _____ Better job _____

10. Have you told your present employer that you have a learning disability? Yes ____ No _____

When did you tell your employer?
At time of hiring_____
During a performance evaluation _____
When requesting accommodation _____
As a result of a poor evaluation _____
Informal conversation _____

Have you told any employer that you have a learning disability? Yes ___ No ___

If no, why not? _____
If yes, at what time?
At time of hiring _____
During a performance evaluation _____
When requesting an accomodation _____
Informal conversation _____
As a result of a poor evaluation _____

11. Have you requested job accommodations for your learning disability from your employer? Yes ___ No ___

If no, why not? _____

If yes, did your employer provide the accommodations?
Yes ____ No ____

12. How do you feel your learning disability affects your vocational future? _____

13. How do you feel your learning disability affects your relationships? _____
_____

14. Would you be interested in meeting with other young adults or adults with learning disabilities who share your concerns? Yes ____ No ____

What topics would you like to discuss with others? (These are suggestions, please feel free to add more.)

_____ Self-esteem
_____ Job interviewing skills
_____ Time management
_____ Explain your learning disability
_____ Dress for Success
_____ Accessing Help
_____ Getting Along with Others
_____ Independent Living Skills
_____ Stress management

15. What do you like best about yourself? _____
_____

16. What do you like least about yourself? _____
_____

NAME: _____ DATE:_____

PRETEST--SESSION 1-- WHO AM I?

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. A learning disability will go away if the LD person has very good study habits.

   A D NS

2. A person with a learning disability has average to above average intelligence.

   A D NS

3. If my dominant learning style is visual, I should find it quite easy to learn from listening to a lecture on tape.

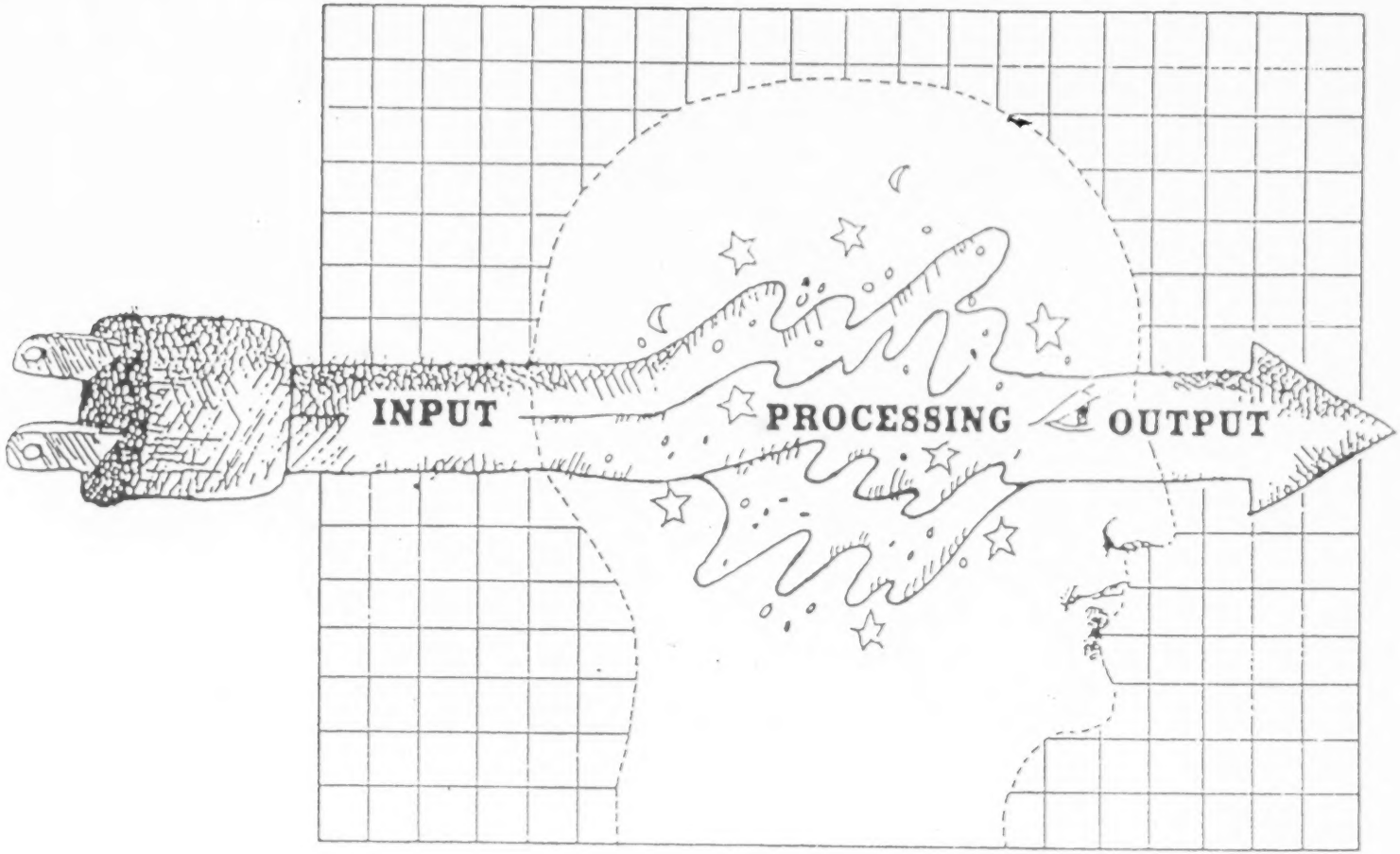
   A D NS

4. I can only get services from Vocational Rehabilitation if I have a physical disability.

   A D NS

5. Persons with learning disabilities have specific trouble with taking information in through their senses.

   A D NS


INPUT
PROCESSING
OUTPUT

ACADEMIC AREAS OF LEARNING DISABILITIES

MATH CALCULATION

MATH PROBLEM SOLVING

BASIC READING SKILLS

READING COMPREHENSION

LISTENING SKILLS

WRITTEN EXPRESSION

ORAL EXPRESSION

TYPES OF LEARNING DISABILITIES

1. Auditory Perception Problem
2. Directional Problem
3. Memory Problem
4. Motor Problem
5. Tactile Perception Problem
6. Visual Perceptual Problem

BARSCH LEARNING STYLE INVENTORY

Jeffrey Barsch, Ed. D

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. We all should develop a style which will enhance our learning potential. The following evaluation is a short, quick way of assessing your learning style.

This is not a timed test. Try to do as much as you can yourself. You surely may, however, ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are twenty-four questions. When you have finished, transfer each number to its proper place on page 3. Then, total each of three columns on that page. You will then see, very quickly, what your best channel of learning is.

Place a check on the appropriate line after each statement.

1. Can remember more about a subject through listening than reading: Often_____ Sometimes_____ Seldom_____

2. Follow written directions better than oral directions: Often_____ Sometimes_____ Seldom_____

3. Like to write things down or take notes for visual review: Often_____ Sometimes_____ Seldom_____

4. Bear down extremely hard with pen or pencil when writing: Often_____ Sometimes_____ Seldom_____

5. Require explanations of diagrams, graphs, or visual directions: Often_____ Sometimes_____ Seldom_____

6. Enjoy working with tools: Often_____ Sometimes_____ Seldom_____

7. Are skillful with and enjoy developing and making graphs and charts: Often_____ Sometimes_____ Seldom_____

8. Can tell if sounds match when presented with pairs of sounds: Often_____ Sometimes_____ Seldom_____

9. Remember best by writing things down several times: Often_____ Sometimes_____ Seldom_____

10. Can understand and follow directions on maps: Often_____ Sometimes_____ Seldom_____

11. Do better at academic subjects by listening to lectures and tapes: Often_____ Sometimes_____ Seldom_____

12. Play with coins or keys in pockets: Often_____ Sometimes_____ Seldom_____

13. Learn to spell better by repeating the letters out loud than by writing: Often_____ Sometimes_____ Seldom_____

14. Can better understand a news article by reading about it in the paper: Often_____ Sometimes_____ Seldom_____

15. Chew gum, smoke, or snack during studies: Often_____ Sometimes_____ Seldom_____

16. Feel the best way to remember is to picture it in your head: Often_____ Sometimes_____ Seldom_____

17. Learn spelling by "finger spelling" the words: Often_____ Sometimes_____ Seldom_____

18. Would rather listen to a good lecture or speech than read about the same material in a textbook: Often_____ Sometimes_____ Seldom_____

19. Are good at working and solving jigsaw puzzles and mazes: Often_____ Sometimes_____ Seldom_____

20. Grip objects in hands during learning period: Often_____ Sometimes_____ Seldom_____

21. Prefer listening to the news on the radio rather than reading about in a newspaper: Often_____ Sometimes_____ Seldom_____

22. Obtain information on an interesting subject by reading relevant materials: Often _____ Sometimes_____ Seldom_____

23. Feel very comfortable touching others, hugging, handshaking, etc. Often_____ Sometimes_____ Seldom_____

24. Follow oral directions better than written ones: Often_____ Sometimes_____ Seldom_____

Scoring Procedures

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1 point

Place the point value on the line next to its corresponding item number. Next, add the points to obtain the preference scores under each heading.

VISUAL		AUDITORY		TACTUAL	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
20	_____	21	_____	19	_____
22	_____	24	_____	23	_____
	_____		_____		_____
VPS =		APS =		TPS =	

VPS = Visual Preference Score 40 Max. Score
APS = Auditory Preference Score
TPS = Tactual Preference Score

For Example:

* If you are a visual learner, that is, you have a high visual score, then by all means be sure you see all study materials. Use charts, maps, filmstrips, notes, and flashcards. Practice visualizing or picturing spelling words, for example, in your head. Write out everything for frequent and quick visual review.

* If you are an auditory learner, that is, have a high auditory score, then be sure to use tapes. Sit in the lecture hall or classroom where you can hear lectures so that you can review them frequently; tape them frequently. Tape your class lecture notes. After you have read something, summarize it on tape. Verbally review spelling words and lectures with a friend.

* If you are a tactile learner, that is, have a high tactual score, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper just for this purpose. Taking and keeping lecture notes will be very important.

Discuss the results of this test with your teacher or counselor. You will develop, through conversation, other helpful ways to study and learn more efficiently. Good Luck for a more efficient study pattern.

1980
Academic Therapy Publication

LEARNING STYLES:

VISUAL

General characteristics

Like to see what they are learning; like to look, examine, and read about things; usually quieter; organized; environment and surroundings are important; organizes projects by visualizing components, elements or necessary steps. Usually notices new or different things. Chooses a book or magazine by the picture on the cover or illustrations; shows better memory when visual aids are present; usually can find something to watch outside the window; looks at floor or ceiling while trying to remember.

Observable Behaviors

When trying hard to remember something, they may close their eyes as they attempt to visually reconstruct or "picture" what they are trying to remember.

When explaining a work project, will often utilize visual aids, flow charts, or diagrams.

Communication Strategies

Visual individuals require visual aids in fully understanding a project or assignment. Flow charts and other diagrams that show the whole picture make it easier to see what the project entails. They like to see things in writing before any action is taken. Visual predicates would include:

"I see what you mean"
"It looks easy enough"
"I get the picture"
"It's difficult to focus on"
"That really colors my opinion"
"It looks crystal clear to me"

LEARNING STYLES:

AUDITORY

General Characteristics

Remember best by hearing; when things seem quiet, when the participant is bored, or when she/he is studying she/he likes to make noise. She/he might sing, hum or talk to him/herself, likes music and things with rhythm and interesting sounds.

May be good oral reader; when they read silently, tends to move lips, can account for being slower reader.

Prefers to listen to stories, metaphors and analogies; will listen intently as long as she/he is interested in material, or finds it somehow relevant.

Sensitive to other sounds and is easily distracted.

Often talks to himself or others to solve problems; likes to discuss what she/he is doing; thinks out loud.

Learns more readily and remembers better with oral directions and verbal explanations.

May have trouble understanding visual stimuli such as maps, flow charts and diagrams unless the trainer gives a verbal explanation.

Observable Behaviors

When the auditory learner wants to remember something, she/he verbalizes it to her/himself. A telephone number, an important date or name, new processes, whatever it is she/he want to retain, they will say it to themselves; (often kids will talk to themselves loudly enough for others to hear.) Will tend to verbally repeat back directions given to him/her.

Extraneous sounds and noises are particularly distracting to auditory learners who depend on responding to all sounds.

Training Techniques

Training techniques should incorporate hearing the material, saying it over to himself, using auditory words in the lecture, ("sound alright?", "I hear what you're saying", "sound good", "that rings a bell"), and using descriptions which allow the sound of the thing to be remembered.

LEARNING STYLES:

TACTUAL

General Characteristics

Understands things more readily when she/he is able to handle and examine items, and actually practices the new skills. Learns by doing, not watching or talking about it.

Difficulty in sitting still; needs to move around. Often finds the confinement of a classroom setting an inhibitor to learning.

Observable Behaviors

Touches people more frequently to get their attention or make a point, tends to stand closer to people when talking. Responds to physical rewards like a pat on the back; compliments and celebrates by touch and movement.

Bothered by long periods requiring that they sit still.

Pencil is often short, partly because she/he pushes harder.

Eager to do anything which involves movement.

Communication Strategies

In delegating an assignment, the employee must "try it out" first, usually after minimal discussion. May sometimes take off "half-cocked" before she/he fully understands the project. Employee training for kinesthetic individuals must be experimental, preferably on-the-job. Responds poorly to lectures or long verbal instructions. Kinesthetic predicates often used by these individuals include:

"I don't fully grasp what you mean"
"It feels ok to me"
"How does that feel?"
"I've got a handle on the problem"

CELEBRITY QUIZ

Match each person to the description listed below:

1. Albert Einstein
2. Winston Churchill
3. F.W. Woolworth
4. Thomas Edison
5. Cher
6. Tom Cruise
7. George Patton
8. Bruce Jenner
9. Walt Disney
10. The Fonz
11. Whoopi Goldberg
12. Nelson Rockefeller
13. Woodrow Wilson
14. Hans Christian Anderson

_____ a. As a lad of nine he did not know the letters of the alphabet. He finally learned to read at age 11. He was thought to be dull and backward. He entered Davidson College but withdrew because of illness. Later he went to Princeton, but his grades were mediocre. Yet, he eventually became president.

_____ b. His head was very large at birth. His mother did not agree with those who said the child was abnormal. He was sent to school, but thought by the teacher to be mentally ill. The mother withdrew the child from school and taught him herself. She must have done a decent job, because he went on to create the electric light bulb and phonograph.

_____ c. As a child he was labeled as slow. He clerked in a village grocery store. He suggested putting slow-moving merchandise on a counter and selling it for five cents. This venture was so successful that it was continued with new goods. He became the principal founder of a chain of five-and-ten-cent stores.

_____ d. When he was 12 years old, he could not read, and he remained deficient in reading all his life. However, he could memorize entire lectures--which was how he got through school. He became a famous general during World War II.

_____ e. A child who was slow in school work and did not have a successful school experience later became a well-known movie producer, animator, and cartoonist.

_____ f. This noted Englishman had much difficulty in school. He later became national leader and an English Prime Minister.

_____ g. As a child, people thought she was mentally retarded or just plain dumb. Her spelling was atrocious. She has become a successful comedian and movie star, and has starred in a one-woman show on Broadway.

_____ h. This young boy had much difficulty reading and throughout his life was unable to read well. However, he, as the Governor of the State of New York

for four terms, later won Congressional approval to be appointed Vice President of the United States.

_____ 1. This boy had difficulty reading but was able to create some of the world's best-loved stories, which he dictated to a scribe.

_____ j. He was a social misfit. He dropped out of school for he was known to be a slow learner. However, he could make a car engine sing.

_____ k. This boy could not talk until age four. He did not learn to read until he was nine. His teachers considered him to be unintelligent, mentally slow, unsociable, and a dreamer. He failed the entrance examinations for college, but finally passed them after an additional year of preparation. He lost three teaching positions. He became a patent clerk. Ultimately, he developed the theory of relativity.

_____ l. He was the last American Decathlon winner in the 1976 Olympics. He had difficulty with reading and other school subjects.

____ m. He is a famous movie star. He learns his lines by listening to a tape. One movie was "Top Gun." He suffers from dyslexia.

_____ n. This famous singer/actress learned about her learning disability when her own child was diagnosed as having learning problems. She is a TV personality, singer and has been nominated for an Academy Award for her performance in "Mask" and "Moonstruck."

ANSWERS:

a. 13	e. 9	i. 14	m. 6
b. 4	f. 2	j. 10	n. 5
c. 3	g. 11	k. 1	
d. 7	h. 12	l. 8	

KNOWLEDGE OF REHABILITATION SERVICES

1. I should not contact the VR office until after I graduate from high school. True False

2. I can only get rehabilitation services if a doctor or the school or someone else requests them for me. True False

3. If I get rehabilitation services, they will train me for whatever kind of job I want to do. True False

4. If I get rehabilitation services, they have to pay for all of my training costs. True False

5. People with learning disabilities can go to VR on their own and ask for services. True False

6. I can only get rehabilitation services if I am a permanent resident of the state I live in. True False

7. The VR counselor can decide that people are not eligible for services without talking to them first. True False

8. If VR decides I am not eligible for services, they have to tell me in writing. True False

9. If I disagree with a VR decision, I can ask for a review of my case and get a fair hearing. True False

(1) F (2) F (3) F (4) F (5) T (6) F (7) F (8) T (9) T

Smith, J. O., (1992). Falling through the cracks: Rehabilitation services for adults with learning disabilities. *Exceptional Children*, 58(5), 451-460.

NAME: _____ DATE:_____

POSTTEST--SESSION 1-- WHO AM I?

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. A learning disability will go away if the LD person has very good study habits.

   A D NS

2. A person with a learning disability has average to above average intelligence.

   A D NS

3. If my dominant learning style is visual I should find it quite easy to learn from listening to a lecture on tape.

   A D NS

4. I can only get services from Vocational Rehabilitation if I have a physical disability.

   A D NS

5. Persons with learning disabilities have specific trouble with taking information in through their senses.

   A D NS

Session ___

Evaluation for LD-CASE Peer Workshop

Please fill out the following evaluation for us.

(Please circle one)

1. Did your group leader:

   - welcome you? Yes No
   - explain things well? Yes No

2. Was the group leader:

   - well prepared? Yes No
   - friendly? Yes No

3. What was your favorite activity of this session?_____

_____

4. How will you be able to use the information presented in this workshop?_____

_____

5. What could be improved in the presentation?_____

_____

6. Comments: _____

_____

SESSION II

SUPPLEMENTAL MATERIALS

BEHAVIOR ASSESSMENT: SESSION 1

I HAVE EXPLAINED MY LEARNING DISABILITY TO SOMEONE SINCE THE LAST WORKSHOP

YES ____ NO ____

HAVE HAD NO OPPORTUNITY ____

FEEL UNCOMFORTABLE, NEED PRACTICE ____

NAME:_____ DATE:_____

PRE-TEST - SESSION 2 - HOW TO GET A JOB AND KEEP IT

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. If I am able to perform the specific job required, my clothing at the interview won't matter.

   A D NS

2. Job applications cannot be filled-out at home.

   A D NS

3. The most important factor in getting a job is the amount of experience you have.

   A D NS

4. Criticism can be a helpful tool in achieving better job performance.

   A D NS

5. It is important to share your personal problems from home with your co-workers.

BEFORE THE INTERVIEW:

Know your skills and how they will benefit the company

Prepare a written outline or resume

Complete the application neatly and legibly

Practice answers to "Tough Questions"

Find out the interviewer's name

Check out your appearance

BEFORE THE INTERVIEW, CHECK YOURSELF OUT IN A FULL-LENGTH MIRROR

Dress as you plan to dress for the interview. Stand straight with your head high and smile as if you were greeting the interviewer. Do you like the way you look?

Illustrations by Patrick McDonnell taken from "How to Get the Job You Want". Dr. Joyce Brothers. Nov. 16, 1986. Parade Magazine.

AT THE INTERVIEW:

Make a good first impression

MASTER THE HALO EFFECT

It means the effect of your first impression on an interviewer. It can be negative or positive. At its best, it helps make people think we are even better than we are.

Have a positive attitude

Dress conservatively and businesslike

DON'T LET A COLD, CLAMMY HANDSHAKE SABOTAGE YOU

Arrive early enough for your appointment to visit the restroom and run hot water over your hands until they are really warm. Dry them thoroughly, rubbing them hard. This should keep them warm and dry long enough for that initial handshake.

Arrive early

Greet your interviewer formally

Do not smoke or chew gum

Answer questions truthfully and confidently

MAINTAIN EYE CONTACT

It may not be the clincher that gets you the job, but lack of eye contact can lose it for you.

Express an interest in working for the company

Conclude on a positive note

Illustrations by Patrick McDonnell taken from "How to Get the Job You Want". Dr. Joyce Brothers. Nov. 16, 1986. Parade Magazine

BEST COPY AVAILABLE

NAME: **ADDRESS:**

OBJECTIVE: **Seeking a position as Mental Health Counselor/Therapist**

PERSONAL ACHIEVEMENTS:

- Financed own education
- Achieved educational attainment while working full time.
- Continued on-going process of growth and personal awareness through professional counseling.

EDUCATION:

M.S., • Candidate for M.S. in Counseling
- Anticipated graduation date, December 1992
- College of Education, Counseling Department, University of Nebraska at Omaha. Major in Agency Counseling - GPA 3.783

B.A., • Psychology, May 1989
University of Nebraska at Omaha
*****Dean's list**

WORK HISTORY:

Graduate Assistant, University of Nebraska at Omaha, LD-CASE Program. (January 1992 to present)

- Assist in development or workshops for learning disabled.
- Assist in training of rehabilitation professionals.
- Writing newsletter article for LD newsletter
- Review current literature/maintain statistical data sets.

Production Supervisor, West Telemarketing Co., Omaha, NE. (1989 - 1990)

- Maintained productivity of 200 (+/-)
- Issued employee incident reports and termination notices.
- Promoted/placed lead telemarketing representatives.

Psychiatric Technician, St. Joseph Center for Mental Health, Omaha, NE. (1986 - 1989)

- Maintained therapeutic environment on psychiatric unit.
- One-to-one, family and group counseling.
- Scheduled structured activities on psychiatric unit.
- Administered therapeutic behavior contacts.
- Documented patient care and behavioral observations.

*****Commended for outstanding performance.**

SPECIAL SKILLS:

- Excellent oral and writing communication skills.
- Good knowledge of women's issues.
- Volunteer co-facilitator of substance/sexual assault therapy group.
- Completed coursework in chemical dependency counseling.
- Knowledge of Word Perfect/Macintosh Microsoft Word, Freehand and Pagemaker.

REFERENCES: Available on request.

"TOUGH QUESTIONS" (with Good Answers)

1. What can I do for you? What kind of work are you looking for?
   These questions should never be asked because we will walk right in, shake hands, introduce ourselves and tell the position we are seeking.

2. Do you have transportation?
   Suggestion: "Yes, I have reliable transportation."

3. Do you smoke?
   Suggestion: "I tolerate smoking, but I appreciate a smoke-free work environment."

4. Who will give you a good reference?
   Call references to be sure that they will give you a good reference. Suggest some strengths you would like them to emphasize.

5. What do you know about this company (job)?
   Be sure you know about the company AND the position.

6. What do you expect as a starting salary?
   Remember this! "What do you pay someone with my experience?" or "What do you pay someone in this position?"

7. Do you have any questions for me?
   Remember this! "Yes. What are you looking for in the person you hire for this position?"

8. Why don't you tell me something about yourself.
   Why is this asked? Because employers want to know if they will like you. Give brief and positive personal information and work history highlighting what will apply to this position.

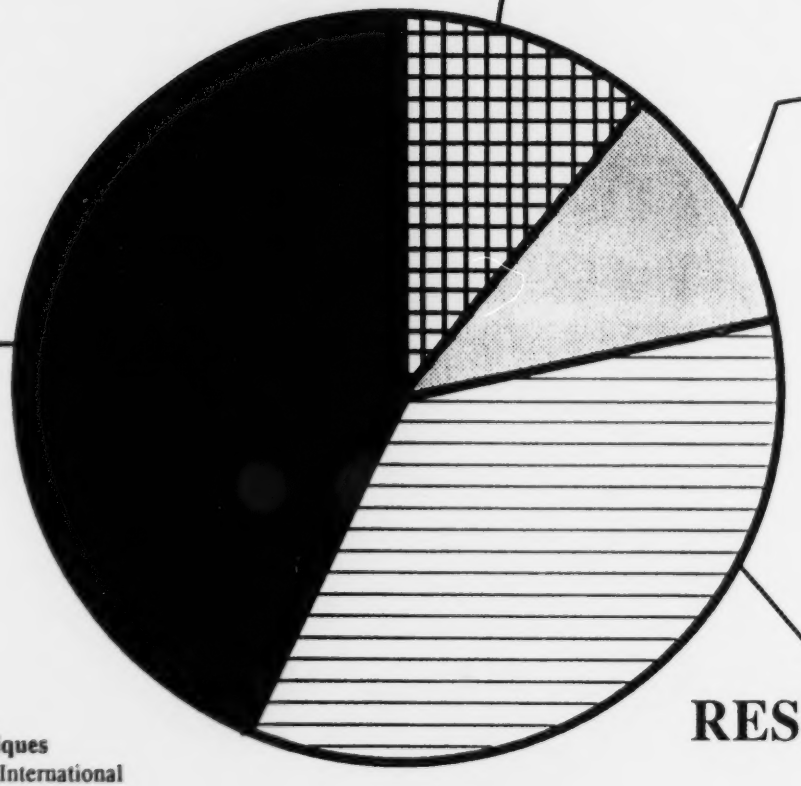
9. What are some of your strengths?
   Know your strengths.

10. What is your biggest weakness?
    NEVER admit a weakness! Instead: Turn a weakness into a strength. "Some may think my lack of experience is a weakness (weakness), but I am easily trainable (strength). In my last job, I learned to run a cash register in a short time."

11. I've interviewed people with more experience than you. Why should I hire you?
    Suggestion: "I can't speak for the others, but I am (list your strengths) and I REALLY WANT TO WORK FOR THIS COMPANY!"

Adapted from *First Impressions The Key to Successful Interviewing*, Curtis & Associates, Inc., 1987.

WHAT DETERMINES SUCCESS IN THE INTERVIEW



Source: **Self Directed Job Search Techniques**
By Comprehensive Technologies International
(Washington, D.C.: N.A. 1984) p. V-VI-3

HOW TO PROVIDE INSTRUCTIONAL FEEDBACK

1. Make a praise statement using the person's name

2. Point out what you like about the job done

3. Describe what was done incorrectly

4. Describe the correct activity and provide a rationale for changing behavior

5. Provide the opportunity to practice

6. Praise for doing the activity correctly

JOB INTERVIEW CHECKLIST FOR ROLE PLAYING

Person interviewed_____

Observed by_____

Did prospective employee:	Yes	Sometimes	No
--display appropriate grooming, hygiene and attire	____	_____	____
--greet interviewer formally	____	_____	____
--have firm handshake	____	_____	____
--keep eye contact	____	_____	____
--exhibit knowledge about company	____	____	____
--use "good" expression	____	____	____
--answer questions truthfully	____	____	____
--give clear information	____	____	____
--use appropriate volume	____	____	____
--ask appropriate questions	____	____	____
--use good posture	____	____	____
--end interview in positive manner	____	____	____

ROADBLOCKS TO EMPLOYMENT

1. Poor personal appearance
2. No career goals
3. Poor scholastic record
4. Poor attendance record; many tardies
5. Too aggressive
6. Poor grammar and expression

7. No enthusiasm
8. No self-confidence
9. Unwilling to start at the bottom
10. No company knowledge
11. Sloppy application form
12. Unwilling to take criticism

Taken from *Roads to Your Future*. Omaha Public Schools. 1959.

Issues Relating to Co-workers

1. Breaks
   - meeting new people
   - over-socializing
   - acting in a professional manner
   - coordinating your breaks at separate times

2. Discussing Confidential Information
   - salary
   - benefits
   - vacation time
   - performance reviews
   - promotions

3. Coordinating Shared Work Responsibilities
   - dividing work up evenly and fairly
   - taking responsibility for your work
   - admitting when it's your mistake
   - asking for assistance and taking constructive criticism
   - staying focused on your work when working together

4. Getting Along With Difficult Co-workers
   - learning to stay calm
   - not taking it personally
   - avoid discussions when possible
   - speaking to your supervisor, if necessary

5. Keeping Your Personal Problems and Feelings In Check
   - leaving your personal problems at home
   - not taking out your moods on co-workers

6. Spreading Rumors and/or Gossip
   - discussing other co-workers' personal and/or professional life
   - discussing your supervisor's personal and/or professional life

Taken from Vocational Rehabilitation Services Division, Albertson, NY, Social Skills for the World of Work and Beyond, C. Grosso, C. Michaels, M. Lee, F. Reiser.

Issues Relating to Supervisors

1. Asking About and Conforming to Office Policies
   - work schedule and breaks
   - dress code, if any
   - benefits, insurance, holidays, sick day, pay schedule

2. Asking for Assistance and/or Clarification
   - not taking it personally
   - listening and being open to change
   - learning from mistakes
   - reacting in a professional manner, e.g., not getting defensive

3. Asking for Assistance and/or Clarification
   - when to ask
   - how to ask

4. Discussing Promotion Possibilities/Raises
   - accepting additional responsibilities
   - knowing when and how to ask for a promotion and/or raise
   - discussing and accepting promotion/raise rejection

5. Handling a Review Situation
   - accepting negative and positive feedback
   - making changes in work behaviors based on feedback
   - asking questions regarding feedback

6. Unspoken Rules of Behavior
   - respecting personal space
   - not treating your supervisor as a friend
   - not discussing personal issues and problems
   - acting more reserved and conscientious
   - listening carefully to your supervisor
   - understanding your supervisor's personal style, regarding work procedures
   - knowing when and how to disagree with a supervisor
   - respecting your supervisor's authority

Taken from Vocational Rehabilitation Services Division, Albertson, NY, Social Skills for the World of Work and Beyond, C. Grosso, C. Michaels, M. Lee, F. Reiser.

REACTION TO CONSTRUCTIVE CRITICISM:

STOP! (Take a deep breath)

LISTEN

EVALUATE

RESPOND

NAME:_____ DATE:_____

POSTTEST - SESSION 2 - HOW TO GET A JOB AND KEEP IT

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. If I am able to perform the specific job required, my clothing at the interview won't matter.

   A D NS

2. Job applications cannot be filled-out at home.

   A D NS

3. The most important factor in getting a job is the amount of experience you have.

   A D NS

4. Criticism can be a helpful tool in achieving better job performance.

   A D NS

5. It is important to share your personal problems from home with your co-workers.

Session ___

Evaluation for LD-CASE Peer Workshop

Please fill out the following evaluation for us.

(Please circle one)

1. Did your group leader:

   - welcome you? Yes No
   - explain things well? Yes No

2. Was the group leader:

   - well prepared? Yes No
   - friendly? Yes No

3. What was your favorite activity of this session?_____

_____

4. How will you be able to use the information presented in this workshop?_____

_____

5. What could be improved in the presentation?_____

_____

6. Comments: _____

_____

*** JOB-RELATED ISSUES ***

*** BOOKLET ***

(LD-CASE)

BEFORE THE INTERVIEW:

Know your skills and how they will benefit the company

Prepare a written outline or resume

Complete the application neatly and legibly

Practice answers to "Tough Questions"

Find out the interviewer's name

Check out your appearance

BEFORE THE INTERVIEW, CHECK YOURSELF OUT IN A FULL-LENGTH MIRROR

Dress as you plan to dress for the interview. Stand straight with your head high and smile as if you were greeting the interviewer. Do you like the way you look?

Illustrations by Patrick McDonnell taken from "How to Get the Job you Want". Dr. Joyce Brothers. Nov. 16, 1986. Parade Magazine.

AT THE INTERVIEW:

MASTER THE HALO EFFECT
It means the effect of your first impression on an interviewer. It can be negative or positive. At its best, it helps make people think we are even better than we are.

Make a good first impression

Have a positive attitude

Dress conservatively and businesslike

Arrive early

DON'T LET A COLD, CLAMMY HANDSHAKE ABOUT YOU
Arrive early enough for your appointment to visit the restroom and run hot water over your hands until they are really warm. Dry them thoroughly, rubbing them hard. This should keep them warm and dry long enough for that initial handshake.

Greet your interviewer formally

Do not smoke or chew gum

Answer questions truthfully and confidently

MAINTAIN EYE CONTACT
It may not be the clincher that gets you the job, but lack of eye contact can lose it for you.

Express an interest in working for the company

Conclude on a positive note

Illustrations by Patrick McDonnell taken from "How to Get the Job You Want". Dr. Joyce Brothers. Nov. 16, 1986. Parade Magazine

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"TOUGH QUESTIONS"
(with Good Answers)

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--exhibit knowledge about company	____	____	____
--use "good" expression	____	____	____
--answer questions truthfully	____	____	____
--give clear information	____	____	____
--use appropriate volume	____	____	____
--ask appropriate questions	____	____	____
--use good posture	____	____	____
--end interview in positive manner	____	____	____

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Taken from *Roads to Your Future*. Omaha Public Schools. 1989.

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   - learning to stay calm
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Taken from Vocational Rehabilitation Services Division, Albertson, NY; Social Skills for the World of Work and Beyond, C. Grosso, C. Michaels, M. Lee, F. Reiser.

SESSION III

SUPPLEMENTAL MATERIALS

BEHAVIOR ASSESSMENT

SESSION 2--HOW TO GET A JOB AND KEEP IT

1. I HAVE PRACTICED FILLING OUT A JOB APPLICATION SINCE THE LAST WORKSHOP.

   YES ____ NO ____ HAVE HAD NO OPPORTUNITY ____

2. I HAVE PRACTICED ANSWERING SOME OF THE "TOUGH QUESTIONS" THAT MIGHT BE ASKED IN AN INTERVIEW.

   YES ____ NO ____ HAVE HAD NO OPPORTUNITY ____

3. I HAVE PRACTICED INTERVIEWING FOR A JOB.

   YES ____ NO ____ HAVE HAD NO OPPORTUNITY ____

4. I HAVE APPLIED FOR A JOB SINCE THE LAST WORKSHOP.

   YES ____ NO ____ HAVE HAD NO OPPORTUNITY ____

NAME:_____ DATE:_____

PRE-TEST -SESSION 3- INTERPERSONAL/SOCIAL SKILLS

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. "Small talk" is unnecessary conversation and should not be used.

   A D NS

2. When listening to another person it is important to keep all expression from your face so you won't make him/her uncomfortable.

   A D NS

3. People can deliver a message with their body language.

   A D NS

4. Social skills are the tools that help people to interact successfully with each other.

   A D NS

5. A person who is assertive is usually thought of as pushy and rude

   A D NS

SOCIAL FUNCTIONING DIFFICULTIES

MAKING FRIENDS

WORKING EFFECTIVELY WITH OTHERS

MAINTAINING APPROPRIATE SOCIAL BEHAVIORS

SAYING WHAT IS THOUGHT OR FELT

UNDERSTANDING HUMOR OR SARCASM

ENGAGING IN SMALL TALK

THINGS THAT KEEP CONVERSATION GOING

(Words)

Make remarks that show interest:

"uh-huh"
"oh really"
"I agree"
"mm-hmm"
"yeah"

Take turns being a good listener
Use appropriate loudness
State information clearly

(Body Language)

Keep eye contact

Give head nods

Face the speaker (face and body)
Watch for listener's reactions

Taken from ***Rapp! Resource of Activities for Peer Pragmatics,*** Nancy L. McConnell & Carolyn M. Blagden, LinguiSystems, 1986.

RULES OF LISTENING

1. Stop talking!

2. Put the speaker at ease.
   Create a supportive environment

3. Show you are a good listener. Act like one!
   Sit up, even lean forward at times.
   Keep eye contact.
   Raise your eyebrows, nod your head, smile.

4. React. Let the person know you are listening.
   "I see."
   "That's interesting."
   "I didn't know that."
   "Oh!"
   "Is that right?"
   "Now let me see if I understand..." Rephrase.

5. Ask questions.
   This encourages the person speaking.

6. Be patient.
   Allow plenty of time. Do not interrupt.
   Don't shuffle papers, tap, doodle, or take phone calls.

7. Take notes!
   If you are listening to directions, write them down!

8. Stop talking!

We have two ears and only one tongue, which is a gentle hint that we should listen more than we talk!!

Taken from Curtis & Assoc. (1991). Keys to Catching Your Dreams.

THINGS THAT STOP CONVERSATION

(Words)

Don't say anything

Make negative remarks:

"So what?"

"That's what you think."

"You're crazy."

Accuse speaker:

"Why'd you do such a stupid thing?"

Reflect opposite of speaker's emotions:

"Big deal!"

"What's so exciting about that?"

Use unclear confusing language.

(Body language)

Avoid eye contact or look around

Turn away from the speaker

Keep stiff head position

Look at a watch or clock

Taken from ***Rapp! Resource of Activities for Peer Pragmatics,*** Nancy L. McConnell & Carolyn M. Blagden, LinguiSystems, 1986.

SCRIPTED SCENARIO EXERCISE

Group leader will introduce scenario, ask for volunteer to read employee part and take part of supervisor.

GROUP LEADER: You are at a new job and your supervisor comes in to ask you how you are doing. You say everything is great.

SUPERVISOR: Overall, I am pleased with your work.

EMPLOYEE: Thank you. I have been working very hard.

SUPERVISOR: I can tell you have been working very hard; however, I want to talk to you about a situation that came up.

EMPLOYEE: What? Is something wrong?

SUPERVISOR: One of our customers called up to complain you were rude to him on the phone when he called up to ask you about some information he needed.

EMPLOYEE: Oh, was that the jerk who called at 2:00? He expected me to drop everything to answer stupid questions.

SUPERVISOR: Your job is to serve the customers. If you aren't able to do that, you aren't able to work here.

(Group discussion and evaluation of employee response. Use Checklist.)

WHAT IF THE CONVERSATION WAS....

SUPERVISOR: One of our customers called up to complain you were rude to him on the phone when he called up to ask you about some information he needed.

EMPLOYEE: When will I be eligible for paid vacation leave?

(Group discussion and evaluation of employee response. Use checklist.)

OR..

SUPERVISOR: One of our customers called up to complain you were rude to him on the phone when he called up to ask you about some information he needed.

EMPLOYEE: I'm sorry the customer felt that way. I should have phrased my responses differently. What did I say that offended or angered the customer? Could you suggest another way for me to answer questions like his in the future?

(Group discussion and evaluation of employee responses. Use checklist.)

Synonyms for Aggressive, Passive & Assertive Behaviors

Aggressive	Passive	Assertive
Ready for a fight	Timid	Self-confident
Pushy	Meek	Positive
Belligerent	Submissive	Self-assured
Hostile	Inactive	Certain
Domineering	Inert	Strong willed
Rude	Quiet	Go Getter
Offensive	Bashful	Dynamic
Forward	Nonresistant	Determined
Nasty	Influenced	Enterprising
		Energetic

NAME:_____ DATE:_____

POST-TEST -SESSION 3- INTERPERSONAL/SOCIAL SKILLS

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. "Small talk" is unnecessary conversation and should not be used.

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   A D NS

4. Social skills are the tools that help people to interact successfully with each other.

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5. A person who is assertive is usually thought of as pushy and rude

   A D NS

Session ___

Evaluation for LD-CASE Peer Workshop

Please fill out the following evaluation for us.

(Please circle one)

1. Did your group leader:

   - welcome you? Yes No
   - explain things well? Yes No

2. Was the group leader:

   - well prepared? Yes No
   - friendly? Yes No

3. What was your favorite activity of this session?_____

_____

4. How will you be able to use the information presented in this workshop?_____

_____

5. What could be improved in the presentation?_____

_____

6. Comments: _____

*** INTERPERSONAL ***

*** SKILLS FOR SUCCESS ***

*** BOOKLET ***

(LD-CASE)

SOCIAL FUNCTIONING DIFFICULTIES

MAKING FRIENDS

WORKING EFFECTIVELY WITH OTHERS

MAINTAINING APPROPRIATE SOCIAL BEHAVIORS

SAYING WHAT IS THOUGHT OR FELT

UNDERSTANDING HUMOR OR SARCASM

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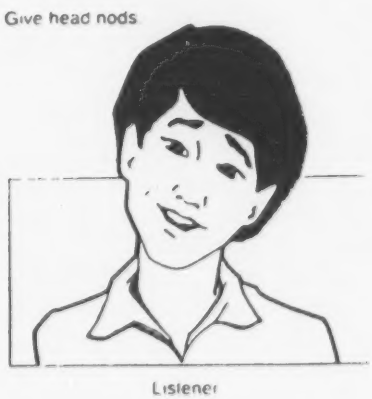
Give head nods



Face the speaker (face and body)
Watch for listener's reactions

Taken from ***Rapp! Resource of Activities for Peer Pragmatics,*** Nancy L. McConnell & Carolyn M. Blagden, LinguiSystems, 1986.

RULES OF LISTENING

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   "Is that right?"
   "Now let me see if I understand..." Rephrase.

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   Allow plenty of time. Do not interrupt.
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"You're crazy."

Listener

Accuse speaker:

"Why'd you do such a stupid thing?"

Reflect opposite of speaker's emotions:

"Big deal!"

"What's so exciting about that?"

Listener

Speaker

Use unclear confusing language.

(Body language)

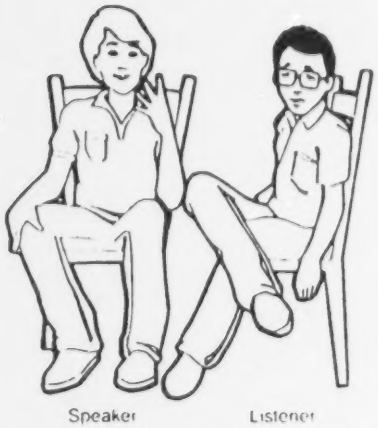
Avoid eye contact or look around

Turn away from the speaker

Keep stiff head position

Look at a watch or clock

Turn away from the speaker


Speaker Listener

Taken from ***<u>Rapp! Resource of Activities for Peer Pragmatics</u>***, Nancy L. McConnell & Carolyn M. Blagden, LinguiSystems, 1986.

CONVERSATION CHECKLIST:

Did Speaker:	Yes	Sometimes	No
1. Use appropriate volume?			
2. Give clear information?			
3. Stay on topic?			
4. Watch for listener reactions?			
5. Ask appropriate questions?			
6. Respond in a positive manner?			
7. Keep eye contact?			
8. Sound energetic and enthusiastic?			

WHEN TO ACT IN AN ASSERTIVE MANNER

In School

Presenting a report
Participating in class
Asking for accommodations
Asking for an explanation of a grade
Working on a group project
Responding to criticism

On the Job

Asking for a raise
Asking for a promotion
Stating your opinion
Explaining your skills in an interview
Asking for accommodations
Explaining your disability
Explaining a mistake you have made
Presenting the work you have done
Asking for more responsibility
Introducing yourself

In Your Personal Life

Meeting new people
Asking someone for a date
Asking for correct change from a cashier
Asking for service or assistance in a store
Making plans with friends
Asking for directions, if you are lost
Asking for information, if you need help
Resisting peer pressure

Taken from Social Skills for the World of Work and Beyond. Michaels, C., Grosso, C., Lee, M., & Reiser, F.; Vocational Rehabilitation Services Division. Albertson, NY.

NON-VERBAL ASSERTIVENESS TOOLS
(Body Language)

Aggressive	Passive	Assertive
Hands on hips Move quickly Walks ahead of others Ready to lurch forward Appears rigid	Shoulders forward Often leans on wall Slumps in chair	At ease Shoulders back and straight Open posture
Lowers eyebrows Rolls eyes in displeasure Mouth turned down Turns head quickly for emphasis	Blank facial expression Eyes look down Pout Inappropriate use of smiles	Interested expression Face reflects appropriately the tone of conversation Pleasant
Slams doors Jabs finger into air at people Points with pencil Fist or fingers together	Constantly handling objects Chews pencil Hands at/over mouth Nodding head	When hands used for emphasis, fingers are slightly apart (no fists)
Stares Looks at clock or watch	No eye contact Looks to see how others are responding while someone is speaking to him	Makes direct eye contact and periodically looks away
(Tone of voice . . . . .)		
Deliberate Yells, screams Critical	Difficult to hear voice Whiny tone of voice Fearful tone of voice	Clear tone of voice Appropriate volume Modulates voice for emphasis

Adapted from ASSERTIVENESS: GET WHAT YOU WANT WITHOUT BEING PUSHY

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SESSION IV

SUPPLEMENTAL MATERIALS

BEHAVIOR ASSESSMENT: SESSION 3

1. I have tried to interpret non-verbal body language of those around me.

   YES _____ NO _____

2. I have tried to practice conversational skills learned in the last workshop.

   YES _____ NO _____

3. I have practiced being assertive in a social situation since the last workshop.

   YES _____ NO _____

NAME: _____ DATE: _____

PRETEST - SESSION 4 - HANDLING STRESS

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. Self-control is not usually important in handling stressful situations.

   A D NS

2. Stress is the body's reaction to having lost control over a situation.

   A D NS

3. A person with a learning disability should not be assertive.

   A D NS

4. The first step in solving a stressful problem is to define the problem.

   A D NS

5. Change does not cause stress in daily life.

   A D NS

Get a handle on stress

WHAT IS ONE THING WHICH IS NOW CAUSING YOU STRESS? WRITE IT DOWN.

IS THIS <u>YOUR</u> PROBLEM? (CAN YOU DO SOMETHING TO CHANGE IT?)

WHAT STEPS CAN WE TAKE TO REDUCE THIS STRESS?

Adapted from <u>Keys to Catching Your Dreams</u>. Curtis & Associates, 1991

PROVEN STRESS REDUCERS

1. GET UP FIFTEEN MINUTES EARLIER IN THE MORNING. THE INEVITABLE MORNING MISHAPS WILL BE LESS STRESSFUL.

2. DON'T RELY ON YOUR MEMORY. WRITE DOWN YOUR APPOINTMENTS.

3. PROCRASTINATION IS STRESSFUL. DON'T PUT OFF TILL TOMORROW WHAT YOU CAN DO TODAY.

4. DON'T PUT UP WITH THINGS THAT DON'T WORK; GET THEM FIXED OR THROW THEM AWAY!

5. COUNT YOUR BLESSINGS!

6. SIMPLIFY. SIMPLIFY. SIMPLIFY.

7. SURROUND YOURSELF WITH POSITIVE PEOPLE!

8. DON'T PUT IT DOWN--PUT IT AWAY!

9. BECOME MORE FLEXIBLE; LAUGH AT YOURSELF!

10. ACCENTUATE THE POSITIVE: SEND POSITIVE SELF TALK!

11. DO ONE THING AT A TIME.

12. LEARN TO DELEGATE RESPONSIBILITY.

13. FORGIVE. FORGIVE. FORGIVE.

14. FORGET ABOUT COUNTING TO 10. COUNT TO 1000!

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BEHAVIORS THAT DEMONSTRATE LACK OF SELF-CONTROL

1. Yelling
2. Stamping feet
3. Interrupting when someone is talking
4. Calling out in class
5. Throwing things
6. Ripping up a paper
7. Using foul language
8. Storming out of a room
9. Verbally or physically attacking another
10. Crying

STRATEGIES TO FACILITATE SELF-CONTROL

1. Slowly count to____ before you react.

2. Talk____and____ using average volume.

3. Plan what you say_____ you say it.

4. If you are upset try to_____yourself from the situation.

5. Try to _____ instead of interrupting a conversation.

6. Take _____ deep breaths before you react.

7. Think _____ thoughts that will help you _____.

Adapted from Social Skills for the World of Work and Beyond, Michaels, C., Lee, M., and Grosso, C. (1991)

SELF-CONTROL SCENARIOS

1. You finally got a passing grade on a test in your most difficult class. You really studied hard and it paid off. However, your teacher is suspicious and in front of other students accuses you of cheating. How do you react?

2. While you are in your office your supervisor comes in to say some materials are missing from the supply closet. He wants to know if you know anything about this, because one of your co-workers told him they saw you stealing supplies. However, you know it was the co-worker who took the supplies. What do you do?

3. You receive information that a friend at work is going to be fired. After he is fired he comes in to see you because he found out that you knew in advance. He is really mad at you because he thinks a true friend would have let his friend know. Your friend is putting you down, and others in the office are listening. You know your friend is upset, but you feel his behavior is inappropriate.
   Although you have asked if you could discuss this after work, he just keeps yelling. You are starting to get annoyed. How do you react?

4. You meet with your teacher during his office hours in order to explain your learning disability and request accommodations. As you are speaking you suspect your teacher is only listening with half an ear. When you request extra time for exams and the use of a tape recorder to tape lectures your teacher says "No." He says if you are given these special privileges everyone will want them. He says if you are really slow you should not be in college to begin with. How do you react?

5. You have been studying in the library and suddenly realize you are late to meet your parents. You finally arrive twenty minutes late. Your parents start yelling at you for being irresponsible and just wasting time. You try to explain but they don't believe you How do you react?

Adapted from Social Skills for the World of Work and Beyond. Michaels, C., Lee, M. and Grosso, C. (1991).

SCRIPTED SCENARIO: HANDLING STRESS AND CHANGE

(Group leader will introduce scenario; ask for volunteers to read parts.)

GROUP LEADER: You are in a school setting and walk into a classroom. You are looking forward to the return of your term paper turned in last week because another teacher had reviewed it and said it was excellent.

TEACHER: (Hands student paper with low grade.) I was pleased with the content of your paper. It's obvious you spent time on it. However, as you see, you got a lower grade...

STUDENT: (Believes teacher doesn't like him/her and has taken it out on his/her grade.) Mr. Jones read my paper last week and said it was excellent. You don't like me. (Stomps feet, tears paper up and runs from classroom.)

(Group discussion and evaluation of student response. Use behaviors that demonstrate lack of self-control to show what student did wrong. Evaluate the student's response(s) on the Conversation Checklist.)

WHAT IF THE CONVERSATION WAS.....

TEACHER: I was pleased with the content of your paper. It's obvious you spent time on it. However, as you see, you got a lower grade....

STUDENT: But, that's not fair! I did a lot of research in the library and I know all about the topic. Why did you give me such a bad grade!

TEACHER: That's what I was trying to tell you.....

STUDENT: You hate me. I can't do anything to please you! (Starts to cry and leaves.)

(Group discussion and evaluation.)

OR.....

TEACHER: I was pleased with the content of your paper. It's obvious you spent time on it. However, as you see, you got a lower grade than you might have been expecting.

STUDENT: Could you give me examples of things I need to improve? Is there any possibility that I can correct the mistakes and receive a higher grade:

(Group discussion and evaluation.)

(After students have finished marking the student's behavior on the Conversation Checklist, ask each student to consider group members' responses during the discussion of the scenario(s). Use the checklist to record group members' contributions to the discussions and discuss their use of the conversational tools learned in previous workshop.)

CONVERSATION CHECKLIST:

Did Speaker:	Yes	Sometimes	No
1. Use appropriate volume?			
2. Give clear information?			
3. Stay on topic?			
4. Watch for listener reactions?			
5. Ask appropriate questions?			
6. Respond in a positive manner?			
7. Keep eye contact?			
8. Sound energetic and enthusiastic?			

ATTITUDES ON CHANGE

1. Self-confidence
2. Flexibility
3. Optimism
4. Risk-taking

PROBLEM-SOLVING METHOD

1. Identify the problem
2. Brainstorm solutions
3. Evaluate solutions
4. Decide on the best solution
5. Act on the solution
6. Evaluate the results

NAME: _____ DATE: _____

POST-TEST - SESSION 4 - HANDLING STRESS

Read each question carefully. Circle only one for each question.

A = Agree D = Disagree NS = Not Sure

1. Self-control is not usually important in handling stressful situations.

   A D NS

2. Stress is the body's reaction to having lost control over a situation.

   A D NS

3. A person with a learning disability should not be assertive.

   A D NS

4. The first step in solving a stressful problem is to define the problem.

   A D NS

5. Change does not cause stress in daily life.

   A D NS

Session ___

Evaluation for LD-CASE Peer Workshop

Please fill out the following evaluation for us.

(Please circle one)

1. Did your group leader:

   - welcome you? Yes No
   - explain things well? Yes No

2. Was the group leader:

   - well prepared? Yes No
   - friendly? Yes No

3. What was your favorite activity of this session?_____

_____

4. How will you be able to use the information presented in this workshop?_____

_____

5. What could be improved in the presentation?_____

_____

6. Comments: _____

_____

*** HANDLING STRESS ***

*** AND CHANGE ***

*** BOOKLET ***

(LD-CASE)

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